DOCUMENT RESUME

ED 392 328 HE 028 916

TITLE	Igniting a Spark for Higher Education. The Freshman Year Experience. Proceedings of the Annual Conference (15th, Columbia, South Carolina, February 16-20, 1996).
INSTITUTION	South Carolina Univ., Columbia. National Resource Center for the Freshman Year Experience and Students in Transition.
PUB DATE	96
NOTE	194p.
AVAILABLE FROM	National Resource Center for the Freshman Year Experience and Students in Transition, University of South Carolina, Columbia, SC 29208 ($25).
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Abstracts; *Academic Achievement; College Curriculum; *College Freshmen; *College Programs; Critical Thinking; Disabilities; Educational Attitudes; *Higher Education; Institutional Role; Mentors; Outcomes of Education; Program Descriptions; School Activities; School Holding Power; Seminars; Student Attitudes; Workshops

ABSTRACT

These proceedings focus on the foundations for improving the undergraduate experience, especially college programs and activities designed for freshmen and new students. It includes 116 abstracts of seminars, poster sessions, workshops, and other programs developed by faculty and institutions to improve the undergraduate experience. The abstracts are one to two pages in length and contain a description of the activity or program. Most abstracts also include the name, address, and telephone number of a contact person. The programs and activities include those related to student support services, freshmen attitudes, student retention, ethics, computer literacy, students with disabilities, campus culture, leadership, critical thinking, diversity, freshman seminars, collaborative teaching and learning, mentoring, educational outcomes, focus groups, and campus safety. (MDM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 392 328

16th Annual Conference

THE FRESHMAN YEAR EXPERIENCE®

Conference Proceedings

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Univ of S.C.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Igniting a Spark for Higher Education...

HE028916

February 16-20, 1996

Hosted by
University of South Carolina
University 101
National Resource Center for The Freshman Year Experience and Students in Transition
Division of Continuing Education

Introduction

The 15th Annual Freshman Year Experience Conference was held February 16-20, 1996. During the five-day conference, educators met in Columbia, South Carolina to concentrate on the foundations for improving the undergraduate experience. This *Proceedings* has been produced primarily for those who attended the conference hosted by the University South Carolina's University 101 program, National Resource Center for The Freshman Year Experience and Students in Transition, and Division of Continuing Education.

This publication contains a compilation of abstracts written by the individual presenters of the concurrent sessions. Each abstract is designed to give the reader a succinct statement of each session and to provide a name, address, and telephone number of the person to contact for additional information.

The conference staff hopes that you will find the *Proceedings* helpful as you continue your challenging work with first-year students.

Table of Contents

Alma College, "Before You Can Walk, You Must First Learn to Crawl: Initiating Support Services for Under-Represented and Disadvantaged Students" 1

Arizona State University, "Campus Match: A Learning Community at a Large, Urban, Commuter University" 3

Arizona State University, "The Use of a Panel Study to Better Understand the Barriers and Bridges to First Year Persistence: Year Three of a Six Year Study" 5

Arizona State University, "What Entering Freshmen Think: Findings from Two Entering Freshmen Surveys" 7

Arizona State University, "Why Students Leave: One University's Response to the Question of Why Qualified Students Leave Before Graduating" 9

Aurora University, "Reflections on the Process of Launching a Freshman Seminar: From Administrative Mandate to Revisions for the Second Year" 11

Austin Peay University, "An Holistic Approach to Student Retention" 13

Bellevue University, "Maximizing Student Motivation, Academic Performance, Social Skills and Goal Attainment Through Technology-Based Process Education" 15

Bethune-Cookman College, "Renewing Ethical Values (REV): A Freshman Seminar for Building Community" 17

Bowie State University, "Integrating Deductive Logic into a One Semester Freshman Seminar" 19

Bridgewater State College, "Decision-Making as a Rationale for a Freshman Seminar" 21

Bucknell University, "A Model for Partnering: Building Academic Foundations Through Faculty-Librarian Collaboration" 23

Capital University, "Investigating Retention the Old Fashioned Way" 25

Carnegie Mellon University, "Computing Competence at Carnegie Mellon: First-Year Launch Toward Life-Long Learning" 27

Carson-Newman College, "Challenging Mindsets Without Shattering Mindsets" 29

Central Missouri State University, "The First-Year Student Program Puzzle: Making All the Pieces Fit" ____ 31

Champlain College, "Sensitive Boot Camp: Helping Students Come Back From Academic Probation" ____ 33

Davis & Elkins College, "First-Year Success for Learning Disabled Students" ____ 35

DePaul University, "DePaul University's Bridge Program - Well Begun, the Job's Half Done: Bridging the Family Gap" ____ 37

DePaul University, "Discover Chicago: A Freshman Program at Depaul University" ____ 39

DeVry Technical Institute, "How Do You Keep the Music Playing?: Avoiding Burnout in Service to Our Students" ____ 41

East Tennessee State University, "Building Campus Community with Freshman Cohorts" ____ 43

East Tennessee State University, "Evaluating Organizational Culture to Improve Student Retention" ____ 45

Elon College, "Academic Advisor as Freshman Seminar Instructor: A One Hour Success Story" ____ 47

Elon College, "Outdoor Challenge Courses: A Freshman Seminar Component" ____ 49

Essex County College, "The Essex County College Freshman Center: A Two Year Model in an Urban Community College - Two Years Later" ____ 51

Florida Agricultural and Mechanical University, "Advocacy Services for the Freshman Student Who Has a Learning Disability" ____ 53

Franklin University, "More Than Going Through the Motions: Brain Integration Techniques for Improving Meaning-Making" ____ 55

Genesee Community College, "Strange Bedfellows: Administration and Faculty Working Together" ____ 57

Georgia College, "University 101: The First Replication Becomes Institutionalized" ____ 59

Gulf Coast Community College, "Leadership Across the Curriculum-- A College-Wide Commitment to Leadership" ____ 61

Hampton University, "Academic Counseling as Learning Empowerment: Its Impact on Student Retention" 63

Houston Baptist University, "Producing a Comprehensive Faculty Academic Advising Handbook" 65

Howard University, "Student Teams===>Student Success" 67

Illinois State University, "Major-Based Learning Communities: Enhanced Opportunities for Student Success" 69

Indiana University of Pennsylvania, "And Still They Rise: A Comprehensive Advising Model for the Freshman Year" 71

Indiana University of Pennsylvania, "A Lost Art: Teaching Freshmen to Talk to Their Professors" 73

Jacksonville State University, "A Discipline-Focused Orientation Class: Application and Utilization of the Freshman Year Experience Concepts in a Specific Academic Program" 75

Jefferson Community College, "The Community College Freshman: A Unique Population?" 77

LaGuardia College, "Developing Critical Thinkers in a Freshman Program" 79

LaGuardia Community College, "COPE: A New Student College Experience for Aid to Families with Dependent Children (AFDC) Recipients" 81

Lock HavenUniversity, "Developing Student Skills and Effort Within the Traditional General Education Course" 83

Longwood College, "When You Can't Do It All: Effectively Managing a One-Credit Freshman Seminar" 85

Loyola University Chicago, "The Loyola Freshman Experience: Recruitment, Registration and Results" 87

Marietta College, "Watch for the Minefields" 89

Marshall University, "Freshman Courses: How to Balance Large Sections with the Need for Personal Attention" 91

Marymount College -- Tarrytown, "Parents of College Freshmen: Invisible Allies" 93

Marymount Manhattan College, "Diversity and Common Ground: The First-Year Student Seminar at Marymount Manhattan College" ____ 95

Massasoit Community College, "What Are Gay People For?" ____ 97

Metropolitan State College, "Feverish and Fiery Discussions - An Experiential Demonstration" ____ 99

Middle Tennessee State University, "FYE Goes to Saturn" ____ 101

Milwaukee School of Engineering, "Financial Aid, Interpersonal Communication, and Student Persistence" ____ 103

Mississippi State University, "The Franchised Freshman Seminar: Things That Will Work and Models That Will Fly on Any Campus" ____ 105

Mississippi State University, "Psychological Type for Students and Teachers: Using the Myers-Briggs Type Indicator in Freshman Seminars and Beyond" ___ 107

Mississippi University for Women, "Forging a Link Between Academic Affairs and Student Development" ____ 109

Missouri Baptist College, "Collegiate Seminar: Squeezing a Big Package into a Small Box" ____ 111

Mitchell College, "Reaching At-Risk Freshmen Through Leadership Programs" _ 113

Montana State University -- Bozeman, "Showcasing a Successful Freshman Year Experience Course: Montana State University's Freshman Seminar" ____ 115

Mount Saint Mary's College, "The Career Action Plan: A Collaborative Approach to Career Planning" ____ 117

Mt. San Antonio Community College District, "Scaffolding for First-Year English Students" ____ 119

Northern Illinois University, "Creating a Freshman Year Program: A Ten-Year Odyssey" ____ 121

Northern Michigan University, "Welcome to the Block: An FYE/Liberal Studies Approach" ____ 123

The Ohio State University, "Enriching Freshmen Seminar Courses Through Relevant Writers' Wisdom" ____ 125

The Partnership for Service-Learning, "Service-Learning: The Freshman Year and Beyond" ____ 127

Pine Manor College, "The Co-Curriculum as Curriculum: Conversations Among Campus Constituencies in a First-Year Seminar" 129

Radford University, "Freshman Connections: Collaborative Teaching, Collaborative Learning" 131

Radford University, "Freshman Connections: Making Connections with New Students, Faculty, and Student Affairs Staff" 133

Ramapo College of New Jersey, "Igniting the Spark: Enhancing Developmental Readers' Informational Literacy" 135

Rochester Institute of Technology, "Custom Designing First-Year Seminar: A Model for Students of the Arts" 137

Rowan College, "Learning in Context: First-Year Seminar as an Integrated Component of Academic General Education Courses" 139

St. Lawrence University, "A Residential Curriculum: Creating an Intentional Living-Learning Enviroment for First-Year Students" 141

Saint Louis College of Pharmacy, "Educational Outcomes and The Freshman Year Experience: Linking Student Affairs and Academic Affairs" 143

Seton Hill College, "From Critical Thinking to Effective Decision Making: Tying the Freshman Seminar with Life-Long Decisions" 145

Slippery Rock University, "Building Bridges: A Collaborative Effort Across Campus to Assist Students in Making Successful Transitions" 147

Sonoma State University, "Educational Mentoring Teams: Linking Faculty and Student Services" 149

Southeast Missouri State University, "Using Focus Groups to Qualitatively Evaluate Orientation Programs" 151

Southeastern Louisiana University, "Career Life Planning During the Freshman Year" 153

Southwest Missouri State University, "Effective Recruiting and Training Methods" 155

Southwest Texas State University, "A Miracle of Alchemy: Freshman Seminar as an Induction into College Thinking" 157

Sussex County Community College, "Get 'Em When They're Hot; Get 'Em When They're Not!" 159

Syracuse University, "Alone and Alienated Among the Masses: Strategies for Creating Community in the First-Year Experience" ____ 161

Texas A & M Unversity -- Corpus Christi, "Freshman Seminar: Linchpin of Course Cluster" ____ 163

Tiffin University, "Addressing Transitional Needs for Students Through a Math Oriented Case Study" ____ 165

Trident Technical College, "Sparking a Good Marriage Between Academic Affairs and Student Affairs" ____ 167

University of Arkansas at Little Rock, "How Financial Aid Influences Freshman Enrollment and Persistence" ____ 169

University of Dayton, "An Integrated Approach to First-Year Experience: Mission, Curriculum, Student Development, and Program Design" ____ 171

University of Indianapolis, "The Good, the Bad, and the Ugly: An FYE Case Study" ____ 173

University of Iowa, "Developing and Implementing a Four-Year Graduation Plan" ____ 175

University of Michigan, "Culture Shock and The Freshman-Year Experience" ____ 177

University of Missouri -- Kansas City, "Supplemental Instruction: Improving First-Year Student Success in High-Risk Courses" ____ 179

University of Missouri -- Rolla, "Bridging the Diversity Gap Through Collaboration" ____ 181

University of Missouri -- Rolla, "Yours, Mine, and Ours: Keys to Success for Freshman Engineers, Scientists, and Mathematicians" ____ 183

University of North Carolina -- Wilmington, "The Idea of a University: Transforming Freshman Seminar" ____ 185

University of Northern Colorado, "Learning Communites of Choice for First-Year Students" ____ 187

University of South Carolina -- Columbia, "Academia in Residence - Sparking a Renewal" ____ 189

University of South Carolina -- Columbia, "Blaming the Victim: How We Encourage First-Year Students to Hate Poetry and What We Can Do About It" ____ 191

University of South Carolina -- Columbia, "Building Community Through Teamwork and Technology: Innovations in Freshman Engineering Courses" ___ 193

University of South Carolina -- Columbia, "Developing Case Studies for Use in Freshman Seminars" _____ 195

University of South Carolina -- Columbia, "Helping Freshmen Become Environmentally Responsible" _____ 197

University of South Carolina -- Columbia, "How Do Large Unviersities Become More Student Friendly?" _____ 199

University of South Carolina -- Columbia, "Making Critical Thinking Happen in the Freshman Seminar" _____ 201

University of South Carolina -- Columbia, "Personal Safety on Campus: Two Case Studies for Freshman Seminars" _____ 203

University of South Carolina -- Columbia, "Using Case Studies in Freshman Seminar Instructor Workshops" _____ 205

University of South Carolina -- Spartanburg, "Gaming: A Faculty Primer" ____ 207

University of South Florida, "Focusing on the Abilities of Students who Have Disabilities: The Challenge of Educating Students with Disabilities on Our Campuses" _____ 209

University of South Florida, "Setting Up a Freshman Survival Course With a 'Sense of Community' at a Predominantly Commuter School" _____ 211

University of Tennessee -- Martin, "Black Verses White English: A Cry for Common-Sense" _____ 213

University of the Virgin Islands, "Re-designing Developmental Reading: Implications for Freshman Retention" _____ 215

University of Wisconsin -- Madison, "Does Attending an HBCU Help Students Stay in School?" _____ 217

Valdosta State University, "Forging a Classroom Learning Community" _____ 219

Valencia Community College, "A Success Story" _____ 221

Wartburg College, "Ropes Course: An Adventure-Based Experience for First-Year Students" _____ 223

Wheeling Jesuit College, "Collaboration: Key to an Effective First-Year Program" _____ 225

Winthrop University, "Retention of the At-Risk Student - The Winthrop Model" _ 227

ALMA COLLEGE

614 W. SUPERIOR ST.
ALMA, MICHIGAN 48801-1599
TEL (517) 463-7111
FAX (517) 463-7277

Before You Can Walk, You Must First Learn to Crawl: Initiating Support Services for Under-represented and Disadvantaged Students

Dr. William Potter, Dean of Academic Affairs, Alma College, MI
Bryant Martin, Alma Senior

A case-study presentation about the introduction of a Select Student Support Services (4-S) Program at Alma College in 1992 supported by a modest grant from the State of Michigan. Program components included a summer bridge unit, a speaker series, special seminars, an intrusive academic advising system, and other support services including mentoring, tutoring, and study skills workshops. The various components were assessed as follows.

The **summer program** was successful in helping the new students make the transition from high school to Alma and in enabling the upperclass students to make up for lost time from the first year or two at Alma due to dropped or failed courses. Several of the upperclass students were able to raise their grade point averages and begin the year in good standing. All of the students were able to start fall term with a full head of steam. It was also a critical time for the director because it allowed a concentrated period of time in which to get to know the students and to better understand their individual and collective needs via Master Student class sessions, shared meals, daily instructor feedback, and advising sessions.

The combination of **advising and monitoring** resulted in careful course scheduling, referrals for support services, tutoring, consultations with instructors, and even withdrawals from courses or from college. It appears to have made a difference for many students - at least 12 were still eligible to return to school, for financial aid, and for athletics because of the adjustments made or as a result of close advisor contact. Eight students participated in the Baldridge Reading Program during the fall term. The Program Director assumed responsibility for general tutoring of twelve students during Fall and Winter Terms for a total of 72 tutoring contacts. Many students were referred to their instructors for extra help - especially in science and mathematics. Others were referred to the Student Development Center to be matched with a tutor.

Two special **seminars** were arranged for 1992-93 as part of this program. The first, PAF180B - Civil Rights, enrolled 14 students, including nine students of color. The

second seminar, ENG180B - American Dialects enrolled 20 students, half of which were minorities. The addition of these seminars doubled the number of multicultural offerings and made clear the need to enhance the curriculum further.

Although slow to start, the **special speaker series** was one of the most exciting elements of the program. During the summer program, an African American and recent alumnus of the College returned to campus to speak in the Master Student course. At the end of January, Dr. Eunice Royster Harper, Dean of Students at the University of Michigan, visited campus for two days to meet with the program director and students, and to conduct workshops for students and staff. The American Dialects seminar provided an opportunity to invite Dr. Geneva Smitherman (professor of linguistics at Michigan State University and a nationally known expert on African American dialects) to campus for a lecture in class as well as for a public lecture. Juan Williams -- author of Eyes on the Prize -- spoke to a chapel full of students February 17. The presence of these professionals on our campus filled a role model void which was transparent to most of the faculty and staff until recently. Finally, we took students to hear speakers -- Betty Shabbazz and Nikki Giovanni -- at Central Michigan University since both were unique events which could not be replicated on the Alma campus.

An informed observer would be able to see the short-term effect of this program on the institution. Students of color had the ear of a person in an important campus office (the Provost's office) in a way they did not in prior years. The connection of academic needs to services was much quicker and more direct. In spite of the increase in numbers by nearly 50%, only five students from the targeted groups were on probation after fall term, and only seven students finished the year on probation or were dismissed -- and four of them were among eight upperclass students who had been on probation prior to Fall 1992. Moreover, only six students did not return for 1992-93 -- four for the aforementioned academic reasons, and two to enroll in special academic programs elsewhere. The mid-year attrition rate of 4.6% for the targeted groups approached the overall campus rate of 3.0%. An attrition rate of 17% was projected for Fall 1993 -- only a few percentage points lower than the college-wide rate. Another effect has been the development of an informal support network for the students in the targeted groups. Faculty, coaches, administrators, and even other students have worked together to make sure students get to class, to identify unmet needs (e.g., textbooks) which might prevent academic success, to match students with part-time employment opportunities, and to provide support (and sometimes referrals) when emotional or health needs warranted. If these things happened before, they were haphazard and unnoticed -- not anymore.

Without regard to what we have learned about institutional strengths and weaknesses, it is important to note here the importance of this program to the institution on a larger scale. For the first time in a long time, Alma attempted to address the perceived problems facing its underrepresented and disadvantaged students. In the act of trying, we learned a lot about ourselves regarding admissions, classroom instruction, curriculum, advising, support services, and programming. We learned more about our minority students and ways to help them stay in school.

Office of the Senior Vice President and Provost
Division of Undergraduate Academic Services
Arizona State University
CAMPUS MATCH PROGRAM
Box 87-3801
Tempe, AZ 85287-3801
602/ 965-3097 FAX 602/965-1091

CAMPUS MATCH
a freshman learning community at a large, urban, commuter university

Program Chair: Brian A. Richardson, Director Campus Match, Associate Director, University 100, Arizona State University

Abstract

Campus Match is Arizona State University's learning communities program for first year students. The campus match program brings together 20 - 25 first semester freshmen in academic interest groups which we call *clusters*. Students enroll in a first year English class, a campus match seminar (which is peer instructed) and in two general studies classes for their first semester. Each cluster offers different general studies classes which are popular with first year students and count toward graduation requirements. Campus match students also select a fourth class of their choice, usually a math or an elective, to complete their schedules.

ASU has experienced much success with the Campus Match program. The current match clusters at ASU include: Liberal Arts, Engineering, Education, Business and Pre-Health professions. Going to class together gives students many of the advantages of a small college environment while attending a large university. This unique program also brings together first year students to form academic partnerships and social relationships which creates an ideal learning environment for a complete educational experience.

The presentation will cover the history, organization, evaluation, and success of the campus match at ASU. The peer instructed seminar and training model will also be presented and distributed. Participants will see a brief video of current campus match students, receive an outline and brochure of campus match at ASU, and will have an opportunity to discuss and ask questions.

Questions? Want more information?
Contact Brian Richardson at Undergraduate Academic Services, Arizona State University, Tempe, AZ 85287-3801 / (602) 965-3097 or IEBAR@ASUVM.INRE.ASU.EDU or see the WEB site at
http://aspin.asu.edu/provider/Acad-Services/uni100/uni 100.htm

BEST COPY AVAILABLE

Office of University Evaluation

Arizona State University

Box 873311
Tempe, AZ 85287-3311
602/965-9291 FAX: 602/965-9283

The Use of a Panel Study to Better Understand the Barriers and Bridges to First Year Persistence: Year Three of a Six Year Study

Shelly A. Potts
William S. Johnson
Denice Ward Hood

Arizona State University is in its third year of a longitudinal panel study designed to better understand the barriers and bridges to students' timely progression through higher education. This session will present findings from the first two years and discuss lessons learned that will enhance the data collection process.

PULSE (**P**roject to **U**nderstand **L**earning and **S**tudent **E**xperience) is a longitudinal study of first-time freshman at Arizona State University. Five hundred freshmen were randomly selected from the Fall 1993 entering student population. In some cases, purposeful over-sampling was used to insure longitudinal representation of particularly underrepresented groups. Baseline data was collected from all new freshmen (N=3,000) enrolled in the first-year composition course during the fall 1993 semester via an ***Entering Freshmen Survey***.

The purpose of **PULSE** is twofold: 1) to further the understanding of factors that inhibit and encourage students' timely academic progress to graduation and 2) to provide the University with information that can be used to assist students in successfully completing their programs of study. Periodic contacts with the panel allows the "pulse" of the campus community to be taken regarding student involvement, commitment, academic and student services, experiences, and current topics and events as students advance through their college experience at ASU.

The following questions derived from the authors' involvement/commitment model are being investigated in this panel study. What is the effect of level of commitment to the institution and/or attaining the degree on persistence? At what point is extra-curricular involvement counter-productive? Do students who are involved in on-campus activities (rather than off-campus) persist at a higher rate? Is commitment to the degree and/or institution predictive of persistence? Do traditional students differ from transfers on these dimensions? Can high involvement and/or commitment mediate the effects of average-to-below average academic achievement on persistence?

Data Collection Qualitative and quantitative data were gathered to investigate barriers and bridges to first-year retention. The **PULSE** panel is being continuously tracked over a five to six year period since Fall 1993. Additionally, periodic focus groups and telephone interviews are being used to assess student attitudes and opinions about current topics of student and university concern.

Subsequent surveys have been taking the "pulse" of the panel at critical points during the academic year. In this manner, students participate in the timely evaluation of university services such as course availability, course difficulty, academic advising, and course registration. In order to provide the panel members with feedback from their survey responses, PULSE has a student-run newsletter that is distributed two times during the academic year. Students who interrupt their enrollment (drop-out, stop-out, academic dismissal, transfer) are contacted at least once to collect exit data.

Description of Presentation During the first part of the session, presenters will describe the academic and social experiences of students from their first year on campus into their second year. Included will be the results of two studies of students who did not return or who left the university. In addition to research findings, the authors will discuss changes in the research design that have resulted in greater student participation in the study. Our purpose is not only to provide useful information about PULSE but also to learn through the sharing of audience experiences.

Contact Person: Shelly Potts
Office of University Evaluation
Box 873311
Arizona State University
Tempe, AZ 85287-3311

Office of University Evaluation

Arizona State University

Box 873311
Tempe, AZ 85287-3311
602/965-9291 FAX: 602/965-9283

What Entering Freshmen Think: Findings from Two Entering Freshmen Surveys

William S. Johnson
Denice Ward Hood
Shelly Potts

Arizona State University, in an effort to enhance the academic experience of its First Year students, has implemented a number of evaluative initiatives that are administered by the Office of University Evaluation. This session will focus on one of these initiatives: surveys of entering first-time freshmen. Entering freshmen surveys are conducted in an attempt to better understand the adequacy of students' preparation for college and their perceptions of what their first year on campus will be like. This information, in turn, is helpful to the University in its attempts to address issues like first year retention, adjustment to college and academic achievement.

Within six weeks of their arrival on campus all entering freshmen have an opportunity to fill out a questionnaire regarding their pre-college activities, their college expectations (both academic and social) and their early college experiences. These questionnaires are administered in the University's first year composition course (a "gate" through which all new freshman must pass). With the cooperation of the course instructors, questionnaires are distributed in all sections of the composition course near the 21st day of the term (the time at which drop/add is over and enrollments stabilize.) The questionnaires are then returned to the Office of University Evaluation where they are scanned and the data merged with student information systems data.

This session will discuss not only the questionnaire design and administration, but also the uses to which the data are being put. For example, the University is very concerned about retention, and in particular the high attrition rate of its native population. When new students are asked about their future educational plans, we find that a significant proportion of the entering freshmen do not plan on graduating from ASU. This has significant implications for the University and its efforts to retain more of these students.

The presenters will share information related to the development, coordination, implementation, and findings of the First Year Surveys. The goals of the session are to present an overview of the methodology and findings as well as help others interested in comparable issues in conducting similar studies.

Throughout this presentation, the purpose is not only to provide useful information about the project and its findings but also to learn through the sharing of experiences. Rhetorical questions designed to actively involve the audience will be interspersed into the discussion. The presenters will provide examples of specific components of the project in an effort to help others better understand one method of gaining a better understanding of the first year experience.

Contact Person:
William S. Johnson, Director
Office of University Evaluation
Arizona State University

Office of University Evaluation

Arizona State University

Box 873311
Tempe, AZ 85287-3311
602/965-9291 FAX: 602/965-9283

Why Students Leave: One University's Response to the Question of Why Qualified Students Leave Before Graduating

Denice Ward Hood
Shelly A. Potts
William S. Johnson

The Problem

Arizona State University (a research university with approximately 43,000 students and located in the Phoenix metropolitan area) is concerned with the number and quality of undergraduate students who "drop out" before graduating. While the University has always been concerned with the number of students who start but do not finish their education at ASU, there is a growing interest in better understanding the dynamics and factors that lead students (especially well-qualified students) to withdraw before they graduate. In order to better understand why it is so many students do not persist, the Office of University Evaluation at Arizona State University is conducting a long-term study of students who exited prior to graduation. This study of exits is part of a more extensive longitudinal project that is designed to better understand the barriers and bridges to a successful college and university experience, i.e., factors that inhibit and encourage students' timely progress to graduation.

The employment of **PULSE** (**P**roject to **U**nderstand **L**earning and **S**tudent **E**xperience) allows for the timely assessment of student perceptions and experiences (including reasons for not continuing their educational experiences at ASU). A critical way to understand the dynamics of the educational experience is to look at it through the eyes of the student. The **PULSE** panel is facilitating that.

The Research Design

The first phase of **PULSE** involved the collection of baseline data from two groups of ASU students during the 1993-94 academic year. The first group (five hundred freshmen) was randomly selected from the fall 1993 entering new student population. Purposeful over-sampling of minorities was used to insure longitudinal representation; therefore, all minority freshmen were included in the sample. The second group (five hundred transfer students) was selected from the entering transfer student population. The transfers were stratified by age and put in two groups; traditional (age 25 and younger) and non-traditional (age 26 and older). Although there are many experiences that all transfer students share, it was determined there are experiences unique to each group. Consequently, two different transfer survey instruments were developed; one for traditional and one for non-traditional aged transfer students.

Quantitative and qualitative data are being gathered to investigate barriers and bridges to graduation. The panels of students are being tracked over a six-year period, via survey instruments, approximately three times each academic year. Additionally, periodic focus groups, target surveys, and telephone interviews are being used to assess attitudes and

opinions about current topics of student and university concern. Secondary data, available through existing student data bases (e.g. GPA, hours completed, major), is also being utilized. **PULSE** members are invited to provide timely evaluations of university academic and student services. Students who interrupt their enrollment (drop-out, stop-out, academic dismissal, and transfer) are contacted to collect exit data.

Fall 1993 entering freshmen who stopped-out, dropped-out, withdrew, or were academically dismissed have been contacted in an attempt to better understand why they were no longer enrolled at the University and to gather information on what these students were doing (e.g. transferred, employment). Starting in the spring 1994 semester, this contact has been done via phone, initially using a paper/pencil "interview" format and most recently using computer-assisted telephone interviews. Both the evolution of the assessment instruments and the relative advantages and disadvantages of these methods will be shared with the audience.

Preliminary Findings

Initial findings from this study suggest that a disproportionate number of ASU's exiting students are not exiting higher education, but are in fact continuting their education but at another location. In particular we are finding that students are leaving for reasons such as: to get closer to family and/or friends, to avoid costly non-resident tuition fees to attend a community college and gain in-state residency. These and other findings will be further explored, described and discussed with the audience.

Description of Presentation

The presenters will share information related to the development, coordination, implementation, and findings of a panel study designed to better understand student retention and attrition with particular emphasis on the attrition of high ability students. The goals of the session are to present an overview of the methodology and preliminary findings, with special emphasis being placed on those students who have left the University. The presenters will discuss the development of the research design and data gathering methodology as well as possible implications of the findings on ASU's efforts to retain first year students.

Throughout this presentation, the purpose is to not only provide useful information about the project and its findings but also to learn through the sharing of experiences. Rhetorical questions, designed to actively involve the audience, will be interspersed into the discussion. The presenters will provide an overview of a specific component demonstrating the importance of incorporating a survey methodology that is responsive to the unique mission and student characteristics of the campus. Components of the **PULSE** project are "transferable" to various educational settings, and therefore, have significance for educators, researchers, and administrators. Hand-outs and overheads will be utilized in the presentation to illustrate the development and implementation of the different methodologies being employed and the findings to date.

Contact Person:

Denice W. Hood

Office of University Evaluation, Arizona State University, Box 873311, Tempe, AZ 85287-3311

(602)965-9291

AURORA UNIVERSITY

Reflections on the process of launching a freshman seminar: From administrative mandate to revisions for the second year.

Renee Lamphere, Ph.D. and Angela Dunn Ackman, M.A.

Aurora University's Freshman Year Experience Program began with a mandate from the Provost in the fall of 1994. His office sponsored a group of three faculty members and three student service professionals to attend the Freshman Year Experience Conference for Small Colleges, Minneapolis, in the fall of 1994. Since we "caught the spirit," we have been working diligently on our Freshman Program. We have completed and evaluated our first year and would like to share our process with you in hopes that our successes and lessons might help those of you who are launching your own programs.

The Committee's Initial Proposal

After the conference, our bi-partisan (faculty and student service professionals) committee continued to meet weekly. Based on what we had learned at the conference and our committee debates, we developed a general plan for our FYE program. We determined that our course would be required, credit-bearing, and graded, and that it would be team-taught by one faculty member, one student services professional, and one student peer-mentor per section.

Selling It

Once we had our general plan, we began "selling it" on several fronts. The philosophy, goals, and plan were presented to:

a) the university curriculum board,
b) the faculty at a faculty development seminar (1/95), and
c) the student service managers (2/95).

Aside from fostering general support for the program, these meetings also generated volunteers to serve as instructors.

Back at the Committee's Drawing Board

Having gained campus-wide support (or at least interest...), the committee continued to develop the specifics of our Freshman Seminar. During this time, two committee representatives attended the Instructor Training and Resource Seminars conducted by John Gardner and Betsy Barefoot in Louisville (3/95).

347 South Gladstone Avenue • Aurora, Illinois 60506-4892 • 708/892-6431 • Fax 708/844-5463

It was decided that AU's Freshman Seminar would address the following topics:

a) study skills and time management,
b) wellness,
c) diversity, and
d) career development.

Plenary sessions related to the various topics were also planned as were proposed course requirements.

Giving Ownership to All the Instructors Involved

Instructors (Faculty and Staff pairs) for all eight sections (15-18 students each) met for the first time in the Spring of 1995. After the topics and course requirements were proposed and accepted, "Resource Teams" were formed to specifically develop each topic area. Resource Teams were asked to contribute ideas for classroom activities, reading materials, plenary sessions, and assignments. These materials were collected over the summer into a Resource Manual that was given to each set of instructors.

The original committee continued to meet at this time to draw up a common syllabus (within which instructors were to be given latitude to select specific activities, readings, etc. that corresponded with the topics).

A Two-Day Training Retreat

Prior to Orientation (8/95), the instructors of the course met for a final two-day retreat. The committee presented the skeletal syllabus and each resource team (Study Skills, Wellness, Diversity, and Career Exploration) presented their materials and led us through one of their suggested activities. Also, text books were distributed. The session ended with time designated for each teaching team to begin personalizing their syllabus and selecting specific course materials.

Kicking Off the Freshman Seminar at Orientation

The course began during Orientation (9/95). At this two day, off-campus event, the various sections of the FYE course met for the first time. Events included several team-building exercises, considerable assessments (Strong Interest Inventory, LASSI, and a Wellness Assessment), and a mini-olympic program. The rest of our eleven week term consisted of individual sections meeting on Tuesdays and plenary sessions on Thursdays. Friday luncheons were planned in an effort to continue communication among instructors. Electronic mail was used extensively during this phase.

Outcome Assessment and Debriefing after a Whirlwind Term

At the end of the term, students completed the following assessment measures: a) the typical AU course evaluation form and b) the College Student Experiences Questionnaire (CSEQ). Outcome data was presented at an instructor debriefing session (1/96). At this debriefing meeting, key aspects of the course were revisited for instructor feedback and planning for next year.

AUSTIN PEAY
STATE UNIVERSITY
P.O. Box 4476
Clarksville, TN 37044

A Holistic Approach to Student Retention

Carlette Jackson Hardin

Austin Peay State University in Clarksville, Tennessee has established a holistic approach to student retention which focuses on providing interventions into the social, personal, and academic domains of first-year students. These interventions begin before the students enroll for their first term and continue throughout their first-year. The common thread running through all these interventions is the involvement of specially trained faculty as freshman advisors. The major components to this holistic model are:

1. New Student Registration
2. Freshman Experience Courses
3. Faculty Advisement Training
4. Mid-Term Grade Intervention
5. Freshman Orientation Program

This presentation will introduce the retention model which established this holistic approach to student retention. The major aspects of each interventions will be provided. Included will be research data showing the impact on retention, hours earned, and GPA for each of the interventions presented.

BELLEVUE UNIVERSITY

Maximizing Student Motivation, Academic Performance, Social Skills, and Goal Attainment Through Technology-Based Process Education

Robbi Demetrio
Rose Shaw

ABSTRACT

Emerging Scholars is a program for teaching academic survival and success skills to college freshmen. The Emerging Scholars Center where the 5-week sessions are conducted was sponsored by a grant from the U.S. West Foundation. The 60-hour program created a model for producing program graduates with a life plan and learning skills that will enable them to more effectively adapt to the college environment.

Program objectives are met through assessment, individual career/life plans, individualized and collaborative program curricula, collegial environment, self-esteem and confidence, and resources. Students work in four person teams which is crucial to developing social and academic skills in a non-threatening, opportunity-directed environment. Program prestige was gained through an active publicity campaign. Faculty and administrators work with students in mentoring capacities which help students bond to the university community.

Student assessment includes problem solving and critical thinking skills, reading/math/writing skills, personality analysis, and career skills. The individual career/life plans are developed from student personal and career goals, career academic requirements, logistical support, and obstacles. Individualized and collaborative program curriculum include computer-

1000 Galvin Road South
Bellevue, Nebraska 68005-3098
Phone (402) 291-8100

based problem solving, peer coaching, discovery learning, career exploration, entrepreneurship, study skills, and public speaking. The collegial environment objectives are met through orientation, the mentor program, faculty and staff interaction, and a graduation reception. Self-esteem and confidence are built through responsible social interaction, academic achievement, goal fulfillment, and journaling. Each student determines financial, career, academic, and personal resources which promote success.

Contact Person:

Robbi J. Demetrio, Director
Emerging Scholars Program
Bellevue University
1000 Galvin Road South
Bellevue, NE 68005-3098

1000 Galvin Road South
Bellevue, Nebraska 68005-3098
Phone (402) 291-8100

Bethune-Cookman College

DAYTONA BEACH, FLORIDA 32115

MARY McLEOD BETHUNE, FOUNDER
OSWALD P. BRONSON, SR., PRESIDENT

Renewing Ethical Values(REV): A Freshman Seminar for Building Community

Presenters' Names: Lois Fennelly and Richie Brown

Abstract: A panel of mentors and peer facilitators from Bethune-Cookman College will make a presentation to illustrate the REV program which teaches students: (1) how to become part of a group that is attempting to realize the enduring values of a liberal arts education that will carry over to a life's vocation and (2) a core of ethical standards that "good" people use to govern their daily civil interactions. Since this goal focuses on teaching and because all department chairmen want to make an immediate impact on as many students as possible, freshman seminar was identified as a proper vehicle for these goals.

Collaborative planning, training, and teaching among the thirty staff and faculty from various disciplines and thirty students--dormitory assistants and peer counselors who act as group facilitators--utilize the training sessions to renew the curriculum and teaching of the required general education course--General Education 110, Freshman Seminar and extend a course entitled Professional Seminar (currently offered by the Divisions of Education, Humanities, and Social Science) to all six divisions of the college--with the General Studies Division offering "generic" sections for undecided majors.

All entering freshmen are enrolled in this one-credit course which will be followed the second semester by a required (by declaration of a major in a division), one-credit Professional Seminar. The class size for both courses is restricted to 15 students in order for the program to be beneficial. REV sections meet one hour per week in class as well as having a staggered assembly requirement of one hour per week (The Bethune-Cookman College Chapel cannot accommodate the entire freshman class at one time.) and discussion groups led by peer facilitators.

Lois Fennelly, Ph.D., Chairperson
Bethune-Cookman College
Division of General Studies
640 Dr. Mary McLeod-Bethune Blvd.
Daytona Beach, FL 32114
(904) 255-1401

BOWIE STATE UNIVERSITY
Department of History and Government
Martin Luther King Jr. Building
14000 Jericho Park Road
Bowie, Maryland 20715-9465

Integrating Deductive Logic Abstract

This presentation attempts to demonstrate how to integrate the logical concepts of deductive validity and informal fallacy into a one semester freshman seminar experience. Both an innovative teaching theory and practice are suggested. Session participants will experience (a) how the limited introductory logic learning objectives can be accomplished in one to two classroom lessons and (b) how the informal fallacies can become a regular ten minute feature of at least six classroom sessions.

The first part of the presentation distinguishes deductive logic from critical thinking and assigns logic its proper role as one among a series of skills employed in critical thinking. The second part of the presentation offers examples of lessons in introductory logic using the order of discovery.

The order of discovery learning style was introduced by Rene Descartes in 1701 as part of a set of rules for the direction of the mind; it has often been neglected and ought to inform contemporary teaching methods. The order of discovery is based on actual student intuitions of logical concepts. The students are led to an understanding of deductive validity not by typical text book definitions and rules, but by following a natural order of inquiry, working step by step through questions about valid and invalid arguments. The examples of arguments are drawn from the student's own experiences. The refutation by analogy is used to achieve intuitive (immediate) as opposed to rote (memorized) knowledge of validity. The participants themselves will experience a simulated lesson on validity.

An innovative method for teaching logical fallacies is illustrated by examining public policy arguments that impact on the daily lives of the students. Students are asked to identify what is wrong, not with the author's point of view, but with the method employed in the argument. Only after students discover and articulate what is wrong with the given and analogous arguments can a technical name be given for the informal fallacy. The fallacies become names for things the students themselves discovered through practice. In this way, again, an intuitive rather than a rote understanding is achieved.

Frederick B. Mills
Bowie State University
Department of History and Government
Martin Luther King Building, Room 0336
14000 Jericho Road
Bowie, MD 20715-9465

Phone: (301) 464-6010

Bridgewater State College

DEPARTMENT OF ENGLISH
TILLINGHAST HALL
BRIDGEWATER STATE COLLEGE
BRIDGEWATER, MASSACHUSETTS 02325
(508) 697-1258

Clifford A. Wood
Freshmen Seminar Coordinator
English Department
508-697-1258 ext. 2424

Decision-Making as a Rationale for a Freshmen Seminar

The Freshmen Seminar program at Bridgewater State College was over two years in its planning stage when it became mired down by discussions of appropriate focus and content and misgivings about winning governance approval. The idea of using decision making as the unifying theme for the seminar gave the Steering Committee an immediate focus for organizing all the themes the Committee had settled upon, selecting the content, designing discussion strategies, creating writing assignments, and providing an effective defense in the governance approval process.

Organizing the Themes. After attending a Freshmen Seminar Conference at Boston College in 1991, the Steering Committee realized that it had already considered most of the themes listed in the handbook as common to seminars nationwide. From the list, the Committee selected five themes: community, self-knowledge and introspection, independence and interdependence, wellness, and career exploration. Decision-making gave each theme a more definite focus.

Selecting the Content. The Steering Committee represented seven different academic disciplines. The members were understandably reluctant to impose their perspectives on the content selection and probably a little anxious about their competence to teach material from other disciplines. When it was discovered , for example, that literature could be approached from a

decision-making perspective rather than a literary criticism perspective, anxiety evaporated and criteria for selecting appropriate stories, articles, and films quickly emerged.

Designing Discussion Strategies. While the Committee had decided early on that the teaching approach should encourage cooperative learning and discussion/exploration, the faculty, coming from different disciplines, had different comfort levels about adapting this approach to unfamiliar materials. Again, developing a model for analyzing decisions made it possible to design discussion questions and strategies for each of the content selections, a process that has been on-going, enriched by the perspectives of new faculty recruited to teach more sections of the Seminar.

Creating Writing Assignments. The Bridgewater Freshmen Seminars require four major writing assignments and a panel discussion, three research activities, journal assignments, and two exams. Each encourages reflection on decision-making. When students in the first seminars questioned the value of the journal assignments, the Committee had to agree. When these assignments were increased and made more specific by emphasizing personal decision-making, the quality of the journal entries improved dramatically.

Winning Governance Approval. The Steering Committee's greatest fear was becoming embroiled in a turf war in seeking governance approval. Choosing decision-making as a focus effectively avoided such confrontations. Decision-making could be shown to be supported by an impressive corpus of theory and knowledge and to support institutional goals. The Freshmen Seminar program won unanimous approval of governance committees and the administration.

Bucknell

Bertrand Library and Instructional Media Services

A MODEL FOR PARTNERING: BUILDING ACADEMIC FOUNDATIONS THROUGH FACULTY-LIBRARIAN COLLABORATION

Judy A. Zebrowski
Librarian/Information Specialist in User Education & First Year Program Coordinator
Bertrand Library
Bucknell University
Lewisburg, PA 17837

Christopher J. Zappe
Assistant Professor of Management & Common Learning Coordinator
College of Arts and Sciences
Bucknell University
Lewisburg, PA 17837

This presentation focuses on a mutually supportive partnership between librarians and faculty aimed at enhancing the learning experience of first-year students. We will share our partnering initiatives in the Foundation Seminar Program for entering students at Bucknell University. Our endeavors include faculty development workshops, orientation activities, and various information exchange discussions. Furthermore, we will relate how our collaboration has benefited both educators and students on our campus. Specifically, while promoting the intellectual and academic development of first-year students, this partnership serves to support faculty and librarians as they design and implement strategies for helping Bucknell students make a successful transition from high school to college-level learning. Finally, in the spirit of collaboration, this session will provide an opportunity for participants to share their own ideas for developing similar partnerships at their own institutions.

CONTACT PERSON: Judy A. Zebrowski
Bertrand Library
Bucknell University
Lewisburg, PA 17837
Phone: (717)524-1461
FAX: (717)524-1237
E-Mail: ZEBROW@BUCKNELL.EDU

CAPITAL UNIVERSITY
COLUMBUS, OHIO

Investigating Retention The Old Fashioned Way

Richard A. Schalinske **Director of Insitutional Research**
Robert A. Patterson **Director of University Assessment Center**

Virtually every institution of higher education has a vested interest in retention. Ironically however, this interest often peaks during times of declining enrollment, when there is pressure to react quickly with only limited information; and then fades during times of stability, when there is ample time to conduct, evaluate, and act upon the results of a comprehensive investigation. Consequently, many institutions have not yet had the opportunity to find out what factors are directly related to the retention of their students, even though most of the data would be readily available for research. This paper, then, presents the results from an old fashioned, empirical study of retention at a private, liberal arts university, and illustrates a process for conducting similar investigations at other institutions.

In 1993, Capital University had a 7 % retention rate. Since this rate represented a one point drop from the year before, the Vice President for Admissions and Enrollment Management initiated an investigation into the general area of retention. As a first step, personnel from the offices of the Registrar, Financial Aid, Assessment Center, Institutional Research, and Student Services were assembled and encouraged to create a list of all possible, retention related factors that could be researched. A master list of returning and non-returning students who had entered in the Fall of 1992 was used to determine which factors had an impact on retention. Descriptive findings from this initial study indicated that, while Greek letter affiliation and varsity sports were associated with retention, the two groups were quite similar in terms of demographic characteristics and such measurable factors as ACT scores, university GPA or Assessment Battery results (i.e. academic proficiency, personality styles, and learning style preferences). However, a closer examination of the data revealed that the non-returning Freshmen could be viewed as two, distinct groups. Those who failed to meet standards of academic progress demonstrated significantly lower levels of entering academic skills than either their cohort or the rest of the students who did not return. The remaining group of non-returning students did not differ measurably from their cohort.

Since entering academic skills and subsequent academic achievement appeared to be significant factors in retention, a Noel-Levitz program was used to identify at risk Freshmen students during the Fall of 1993. Students identified by Noel-Levitz were tracked, along with a control set of students who had Academic Profile scores below the institutional mean. At the end of the first semester, only 18% of the students in the Noel-Levitz sample and 19% of the control sample had earned below a 2.000 GPA. By the end of the second semester, the Noel-Levitz predictions rose to 20% and the control sample fell slightly to 14%. However, in terms of actual retention, only 12% of the students predicted to be at risk by both methods did not register for the Fall of 1994. It was also found that 80% of the students Noel-Levitz predicted would use career services or campus counseling, never did so during the year.

Columbus, Ohio 43209-2394 • (614) 236-6011

Returning again to the investigation of institutional factors that could impact retention, an electronic dataset was constructed for retained and withdrawn students from the entering class of 1994. Demographic factors ranged from the obvious, such as gender, ethnicity, religious preference, and academic major to the more obscure, such as parent's education level, distance from home, grade in Junior year English, date of application, and date of deposit. Academic factors involving High School Junior Year English, High School GPA, ACT/SAT scores, and Capital GPA were included, along with 9 financial aid factors. A comparison between withdrawn and retained students revealed that out of the 26 factors, only 9 represented statistically significant differences. Specifically, retained students were found to earn higher grades in Junior year English, higher high school GPA's, and have mothers with higher levels of education. The remaining 5 significant factors were directly related to financial aid.

In an effort to augment these quantitative findings with more qualitative data, two surveys were administered. A Noel-Levitz Student Satisfaction Survey was given to all students in the Spring of 1995. Student expectations were compared to their satisfaction with various aspects of campus life. The results indicated that Capital students had essentially the same expectations about the university as most students had at other institutions. However, four areas were found to be problematic: Safety and Security, Campus Support Services, Registration Effectiveness and Financial Aid.

Another survey was developed for the Fall of 1995 to find out how Freshmen felt about Capital University immediately upon entrance and then after 10 weeks of classes. A structured question set allowed students to create an impressionistic profile of the institution by responding within a range between opposing pairs of adjectives. After comparing the results of the two administrations, it was found that while impressions of Capital still remained favorable after 10 weeks, they were significantly lower than when originally expressed. Students, most notably female students, felt that the university was less Supportive, Effective, Caring, Innovative, Organized, Exciting, Student Centered, and Responsive, but more Demanding.

As result of the extended investigation into retention, several tentative conclusions were made: 1) Financial aid, specifically in the way students were recruited and "packaged", probably had the most profound effect on retention, and should be examined and "fine tuned" to enhance retention; 2) While High School GPA and ACT/SAT scores were imperfect predictors of college GPA ($r=.50$), the elimination of students with the lowest scores could have increased retention significantly - but at the cost of eliminating some students who could prove they deserved special consideration; 3) Even though general student satisfaction with the university was not shown to be a major factor in retention, improvements in identified areas would not be costly and could help directly or indirectly to improve retention; and 4) Since student perceptions of the university changed significantly just within 10 weeks of entering, improved freshmen support services and/or a form of extended orientation could help to minimize further changes of perception.

Carnegie Mellon

Computing Competence at Carnegie Mellon: First-Year Launch Toward Life-Long Learning

Chris Thyberg

Abstract

Many colleges and universities are establishing computing competence requirements. Yet many educators sense that computing competence differs significantly from traditional competencies. Computing, we know, changes constantly. It seems to follow that competent computing is much harder to define in lasting and explicit terms than, say, competent reading and writing.

I believe that competent computing is a matter of skilled craftsmanship: a technical facility with the computer as both tool and medium that is based on solid conceptual foundations and crowned with rich problem-solving repertoires and powerful learning strategies. I would argue, therefore, that computer competence instruction is more like a studio course in the arts than a traditional first-year composition course.

Furthermore, I hold that computing competence must be set in an academic context which includes, but goes far beyond, an institution's hardware, software and networking infrastructure. Three aspects of the academic context stand out:

- New students enter a computing community whose members already possess significant expertise. Indeed, the pressing issue for these students is what faculty expect them to do with computing.
- New students enter a social milieu in which moral issues – respect for persons and property, academic freedom and intellectual integrity – are played out against an increasingly technological backdrop.
- Students need to prepare themselves to use information technology after they graduate, as well as to shape the use of such technology in society.

Adequate computing competence requirements must therefore serve to incorporate new students into the academic community. Excellent computing competency programs should initiate a lifetime of technology-enhanced learning.

Carnegie Mellon University has taught fundamental computing skills and concepts for the past ten years. The vehicle we've chosen is a required course called "Computing Skills Workshop" (CSW). Though every student must pass CSW to graduate, CSW is not merely an exit visa. Rather, the course is intended as a first-semester immersion in the computing environment at Carnegie Mellon. CSW aims to:

- Introduce new students to Carnegie Mellon's public and departmental computing facilities as well as computing from dorms, offices, and the University libraries.
- Insure that all students have a baseline of conceptual knowledge and practical skills using a variety of productivity software.
- Equip students to make effective use of computing in the service of their other courses by teaching with relevant examples of college-level work produced with these tools.

◊ Encourage students to expand their proficiency with the tools we teach in CSW and to become competent users of new software and systems.

◊ Make clear to students that we expect everyone to use computing in a manner consistent with University policies and community ethics.

Of special note is the fact that CSW is taught by undergraduates. CSW Instructors deliver lectures, conduct labs, hold office hours, and grade students' work. Of course, there are supervisory and management costs associated with giving this much responsibility to students. However, peer instruction has proven to be a vital factor in meeting the goals we've listed above.

While CSW's goals have remained consistent over the past ten years, the shape of the course has changed significantly and continues to evolve. Indeed, we've learned as much from false starts and dead-ends as we have from our successes. For example:

◊ CSW was originally a single, "one-size-fits-all" course. Today, CSW is a family of seven courses, each designed to meet the different computing needs of various constituencies. Some of these CSWs are stand-alone courses; others are components in discipline-specific introductory computing courses. Thus, CSW is diversified at the macro-level.

◊ CSW originally offered generic topics and exercises that bore little relation to "real work" in other courses. Today, within a given CSW course, there are a variety of topics and exercises which model the kinds of artifacts students need to produce for their other classes. Thus, CSW is diversified at the micro-level.

◊ CSW originally assumed that students take on faith the importance of what we teach and the efficacy of how we teach. Today, CSW applies principles of adult learning theory and total quality management to the design and delivery of our courses in the belief that CSW plays a significant part in student satisfaction and retention. We pay particular attention to:

- clear learning objectives, examples of exemplary work and rigorous assessment mechanisms that explicitly set forth what one can accomplish with the skills and knowledge CSW teaches;
- hands-on/minds-on learning which imparts not only mechanical skills but underlying conceptual frameworks and techniques for acquiring additional computing competencies;
- motivation, perceived value, efficient use of students' time, etc.;
- custom materials that are easy to update and correct. In particular, CSW uses the World Wide Web extensively to complement our multimedia lecture presentations and the CSW text books (which we write and McGraw-Hill publishes).

Our current goal is to make CSW more self-paced. All the features we've just outlined are guided by the prior computing experience of our incoming students and the demands that faculty place upon them. Nearly all the students who come to Carnegie Mellon have used computers before. Thus, basic "computer literacy" is not what's required. However, few enter the University capable of producing college-level work effectively and efficiently. Rather than waiting on us to deliver a linear sequence of instruction, students should be able to assess their computing abilities, demonstrate the competencies they already possess, and move directly to those topics where they lack the required skills and understanding.

A constant theme in CSW is to teach no competence "just in case" a student might eventually need it; we all know that information not put into practice is quickly forgotten. Instead, CSW teaches essential competencies "just in time" for students to apply this knowledge where it's needed. As a result, there are many topics students would like to learn that fall outside the scope of a first-year course yet are not within the purview of any discipline-specific course. To meet this demand, we would like to expand CSW from a family of semester-long courses to a four-year program of undergraduate computer training that begins with a first-year core course, continues with a series of workshops students can choose to take "as needed, when needed" and culminates in an ability to learn and shape changing technology long after a student leaves Carnegie Mellon.

CARSON-NEWMAN COLLEGE

JEFFERSON CITY TENNESSEE 37760
615-475-9061

Challenging Mindsets
Without Shattering Identities

Doug Renalds

Unteachable. Resistant. Unreceptive. Defensive.

Students who already know all the answers are understandably less open to new ideas. Why waste time investigating alternative points of view when yours is the only valid perspective? Nonetheless, as educators at liberal arts colleges, it's our duty to force students to explore new angles and options. We continually ask questions, even when our students might see them as unquestionably answered.

In the process, while some students broaden their mindsets or at least acknowledge that diverse perspectives exist, others remain unmoved. As one young lady put it, "I believe what I believe, and I don't ask any questions about it." Students who view this as a concrete position do not understand the potential concrete has. This is a concrete position only in that it provides a rigid surface; it is not solid, nor deep, nor tested. It will not make for a personal foundation worthy enough to withstand life's tempestuous elements of conflict and circumstance.

What's an educator to do, then, with this surface concrete? Some of us tiptoe lightly upon it, careful not to cause fissures or cracks. We disseminate information without challenging mindsets. That is, we educate slightly.

Others of us simply blast the surface. Using the dynamite of ideas, we demolish the concrete, effectively shattering the student's prior mindset. But with it, too, the student's identity?

Obviously, we must get beyond the surface. But destroying the surface might destroy the person. If we hope to educate our students deeply, we must penetrate the surface with care. It's tricky business, but it's important business. It strikes at the heart of our mission as an *alma mater*, a nurturing mother.

Two models prove helpful in our task. The first is a student development model from William G. Perry's Forms of Intellectual and Ethical Development in the College Years: a Scheme. Perry insists that students move through a series of eleven positions, which we will generalize into four stages. These begin with Dualism, a black and white world view, within which issues are either decidedly right or wrong, and one authority has the answers. In the next stage, Multiplicity, students relax dedication to one

authority, accepting the possible validity of varying ideas and values. Indeed, all ideas might be seen as equally valid, precipitating not only total tolerance, but perhaps also conceptual apathy. In the Relativism stage, students discriminate between better and worse ideas, evaluating authorities and prioritizing values. In the final stage, Commitment, students commit themselves to certain ideas and principles, incorporating them as part of their identity. While this is an oversimplification of Perry's thought, it is nonetheless a useful generalization as we engage the process of values development taking place in our students.

The second model involves the authorities which shape our beliefs and values. Attributed to John Wesley, the founder of Methodism, the Wesleyan Quadrilateral explores four authorities and their roles in the formation and development of our beliefs. For Wesley, it was Scripture, Tradition, Reason, and Experience. The interplay of these four authorities creates and perpetuates our beliefs and values.

For our purposes, we might replace the term Scripture with "Authoritative Writings or Sayings." But let us not lose sight of the fact that for many students, scripture remains distinctly the core. For others, the U.S. Constitution, the Declaration of Independence, a letter from a friend, a college professor's lecture, or a country music lyric might be just as influential. By investigating authoritative writings, tradition, reason, and experience, students discover that disagreements over values often boils down to disagreements over authorities and interpretations of authorities. We explore the strengths and weaknesses of these authorities, none of which are foolproof, infallible, or insuperable. Some students want to be told which authority is trump, hoping for a simple rock-paper-scissors formula. Others begin to evaluate which authorities have shaped their own beliefs. Still others can grasp it better by considering the construction of, say, their parents' values.

The Quadrilateral shows us not only how beliefs and values are created, but also how they are substantiated, tried, and sometimes altered. We live in a dynamic world of powerful ideas and circumstances. Every day, we engage in fresh readings, new teachings, untested paths, and bolder reasoning. Our values grow and change. Our mindsets evolve.

Wrestling with the Quadrilateral helps us generate respect for those with whom we disagree, and perhaps to discover areas of common ground even within our disagreements. We are challenged to not only penetrate the surface of our own beliefs, but also to interact intelligently, compassionately and meaningfully with the deeper beliefs of others. We don't have to tiptoe around them. We don't have to shatter them.

Doug Renalds
The Freshman Year Experience Office
Box 72008 Carson-Newman College
Jefferson City, TN 37760
423-471-3594
drenalds@cncadm.cnc.edu

Central
MISSOURI STATE UNIVERSITY

Special Assistant to the Provost
for First-Year Students
Martin 126A
Warrensburg, MO 64093
816-543-4645

THE FIRST-YEAR STUDENT PROGRAM PUZZLE: MAKING ALL THE PIECES FIT

Karen Patterson, Ph.D., Special Assistant to the Provost for First-Year Students
J.P. Mees, Ed.D., Provost & Vice-President for Academic Affairs
David DeFrain, Ed.D., Director of University 1000
LuAnn Krager, Ph.D., Assistant Vice-President for Student Affairs

First-year students have traditionally been the most fragile in terms of academic success and retention. They frequently have difficulty making adjustments to demands of a college curriculum and/or the changes which accompany a campus lifestyle. Many institutions, in an attempt to combat first-year attrition, have implemented a variety of programs to enhance student success and increase retention of first-year students. Central Missouri State University has had a freshman success course for approximately a decade as well as a variety of retention efforts. In Fall, 1993 a new position was created to coordinate existing programs and recommend additional programs and services which might improve the experience of first-year students on campus. This presentation describes the use of a continuous process improvement model for the implementation of a comprehensive first-year student program at Central Missouri State University.

The initial step was to determine what services and programs were available to first-year students. A second step was to establish advisory groups of first-year students, faculty, and special programs & support services personnel. These groups were then surveyed to determine what programming was occurring, how well it was working, & what would improve the experience of first-year students on the Central campus.
Five areas of programming needs were identified: 1) Orientation to University Life, 2) Academic Support & Retention Programs, 3) Connections with Campus, 4) Academic & Personal Development & Growth, and 5) Information Output. Sub-committees were formed to determine areas of need and recommendations were made concerning future programming in these areas.

Based on recommendations of the sub-committees, a mentoring program, an enrollment co-hort program, and a fall orientation were developed. In addition, several on-going programs were considered considered of vital importance to the success of any first-year student program. These included the university residence hall system which provides programming for resident students on a regular basis and the University 1000 program offers an extended orientation for first-year students using a freshman success course format.

Contact Person: Karen Patterson, Special Assistant to the Provost for First-Year Students
Central Missouri State University
Warrensburg, Missouri 64093
(816)543-4645 Fax: (816) 543-8006

CHAMPLAIN
COLLEGE
BURLINGTON, VERMONT 05402-0670
(802) 860-2700

Sensitive Boot Camp: Helping Students Come Back From Academic Probation

Shelli Goldsweig
Director of Freshman Focus
Student Services

Patti Cook
Instructor of Fresh Start
Arts and Sciences Division

In the past, second semester freshman on academic probation, i.e. students with less than a 2.0 grade point average, have demonstrated very low retention rates. Over the last three years, average retention rates for these students were 37%. Clearly in a time of shrinking enrollments these numbers are unacceptable. For the past three spring semesters, Champlain College has offered a course, especially designed for these students. The results were better than we expected, showing average retention rates of 63%, with 85% of the students who successfully completed the course improving their grade point averages. The workshop will help participants understand how these changes came about.

The initial question for us was, "What are the contributing factors to a student's poor academic performance?" We believe that there are a number of characteristics which typify the profile of students on academic probation. These include:

* Poor study skills
* Extremely poor problem solving skills
* Low self esteem
* Good intentions; no follow through
* Students in the wrong majors
* Non-utilization of support services such as tutoring, counseling, working with instructors
* Substance abuse issues

In response to these difficulties, Champlain College has designed a course called Fresh Start. Fresh Start uses a highly structured approach which stresses intrusive tough love combined with rigorous attention to organization, study skills, goal setting and problem solving. Below is a list of the major aspects of the course which will be reviewed in the workshop.

1. Each section of Fresh Start is paired with another content course.

2. Each student maintains a specially formatted notebook which then becomes the skeleton upon which everything else in the course is built.

3. Note cards are used extensively. These are developed both in class and independently to help students organize and chunk the material from their content course. The cards evolve into a compilation of information from lectures, readings in the text book, and class discussions. Cards are then used in teaching test taking skills.

4. Short term goals are set during each class. The following class then opens with a review of the progress made in reaching these goals. The emphasis is on specificity and accountability.

5. Fresh Start instructors' roles differ from those of other college professors in a number of important ways:

   * Each student is required to have four out-of-class meetings with the instructor during the semester.
   * If students are absent, they are called by their instructors.
   * Students sign a permission slip at the start of the semester allowing their instructor access to all of their records as well as to information from their instructors.

6. There is a mandatory involvement with numerous support services throughout the College. These focus on:

   * once-a-week tutorial sessions
   * a visit to class by a counselor, followed by an meeting with the counselor
   * study sessions with the instructor before exams in the content course
   * assistance with writing and reading skills
   * a career segment
   * a library segment

Workshop participants will come away from this session with a much clearer picture of how to better serve first year students on academic probation.

Contact Person: Shelli Goldsweig, Champlain College, PO Box 670
Burlington, VT. 05461, (802) 658-0800, ext. 2604

Davis & Elkins College

First Year Success for Learning Disabled Students

Dr. Margaret N. Turner
Director, Learning Disabilities Special Services
Director, First Year Seminar/Academic Advising

This presentation will outline the existing program for college-age learning disabled students in a 4-year liberal arts college and will focus on methods used with First Year Students. The objectives of this session are:

1. To describe an existing model of a program for learning disabled college students.
2. To illustrate methods used with First Year learning disabled students to maximize potential.
3. To discuss the problems and possibilities raised by these methods.

As a result of the dramatic increase in the numbers of identified learning disabled (LD) students seeking post-secondary education, institutions of higher education are faced with the responsibility to provide an appropriate education for these students. Learning disabilities are not outgrown nor do they disappear even with effective interventions at the elementary and secondary level. These students enter college with a need for effective, efficient and well planned programs of study.

Recognizing these unique needs, the Learning Disabilities Special Services Center at Davis & Elkins College has developed a program for First Year Students. The corner stone of this program is the Student Learning Plan (SLP). (Copies of this form will be distributed to the participants.) The development of the SLP begins with examination of Entrance Data. Students must submit the following before eligibility is determined: high school transcript; results of psychological testing; description of the specific learning disability; and, recommendation of high school counselor. This information is combined with Orientation Data to advise the First Year student. The Orientation Data includes three in-house placement tests (reading, writing and math) and the LASSI (Learning

100 Campus Drive, Elkins, West Virginia 26241-3996 304/636-1900, Fax 304/636-8624

and Study Strategies Inventory). Data from Entrance and Orientation materials are than compared with Class Setting Demands (also shared with the participants). Each class that the students are enrolled requires a different set of demands. Appropriate identification of these demands will increase the opportunity of success in the individual class. A file has been compiled containing course syllabi and a breakdown of each course and the demands. The SLP now organizes the Entrance, Orientation data and the Class Setting Demands to clarify the strengths and weakness of the First Year LD student. Goals and objectives are made for individual weekly sessions which are held with the LD student. In addition, necessary modifications and accommodations are documented and requested.

The goal of the LD program at Davis & Elkins College is to provide the specialized services needed for the identified LD student to succeed in the college mainstream. The awareness of the strengths and weaknesses of each student is the key to the success of the LD First Year student. As previously stated the learning disability is not going to disappear so the LD student will need careful planning and program monitoring to ensure an equal educational opportunity.

Margaret N. Turner D&E College 100 Campus Dr. Elkins WV 26241

DEPAUL UNIVERSITY

Bridge Program
802 West Belden Avenue
Chicago, Illinois 60614-3214
312/362-6581
312/362-8330

DEPAUL UNIVERSITY'S BRIDGE PROGRAM
WELL BEGUN, THE JOB'S HALF DONE: BRIDGING THE FAMILY GAP

R. Janie Isackson
Director of the Bridge Program

Kristine Chalifoux
Instructor, English

Nancy Grossman
Instructor, English

The transition from home to the university is one of the more difficult ones any of us will face. In that sense, all incoming first year students are "at-risk," but the academically underprepared are at even greater risk because their chances for academic failure are so high. To help increase these students' possibilities for success, DePaul University designed a Bridge Program, a transition point between high school and college.

The Bridge Program strives to meet the needs of at-risk students by recognizing that continuity, on a personal as well as curricular level, is a key element in the retention of at-risk students. Our program emphasizes a network of staff and faculty who interact with each other and with students throughout the five-week summer courses and the critical first year. With academic assistance, as well as training in study skills and time management, students progress through the challenge of their first year with a support network made up of models of academic and personal success.

Underprepared students with special academic needs are invited to attend a five-week summer residential program with an ethnically diverse population. Its purpose is to serve as both a preparatory and proving ground for about 10% of DePaul's first year class -- students who would otherwise be inadmissable. These students work best in a supportive program where they can receive more attention, both academically and socially, than they would with a traditional first year experience.

In the ten years since its inception, the Bridge Program has grown from 35 to 150 students. In assessing the success of the program, one can look to its impressive retention rates, but numbers don't tell the whole story. The program succeeds because it addresses a key need of first year students by providing a comprehensive, manageable transition from home to academic community.

This presentation seeks to share our model, a family paradigm, to illustrate the ways in which it is possible to create and foster support for at-risk students.

DEPAUL UNIVERSITY

College of Liberal Arts and Sciences
Office of the Dean
2320 North Kenmore Avenue
Chicago, Illinois 60614-3298
312/325-7300
FAX: 312/325-7304

"Discover Chicago": A Freshman Program at DePaul University

Presenters
Dr. Charles S. Suchar: Associate Dean, L.A.&S./Program Director
Peggy Clark: Director, Student Life

Abstract

"Discover Chicago" is a new Freshman program at DePaul University piloted this past year for 100 students. This credit-bearing program has students enrolled in one of six courses [Chicago Neighborhood Politics, Seeing Change in Chicago, Chicago's Religious Diversity, Chicago As A Mosaic, Working Class Chicago, and Chicago Living - to be expanded to 15 courses for the next academic year]. Freshman begin the program one week prior to the start of the regular academic year and the program's "Plus" component continues through the Autumn Qtr. The program is a collaborative effort involving the participation of faculty, Student Life staff and student mentors, in addition to the students in the program. During the immersion week, students are engaged in intensive field experiences in the neighborhoods, organizations, agencies and institutions in Chicago.

The program emphasizes the development of observational, writing, and critical thinking skills and a knowledge of various historical and contemporary issues confronting urban people. The program also emphasizes experiential and service learning and is designed to familiarize students with the city as a learning environment. Students during the "Plus" part of the program are engaged in group and individual projects reflecting the particular thematic of the class in which they are enrolled.

This conference program session will describe the planning, implementation, and evaluation phases of the program. It will look at the issues of faculty-staff-student collaboration, selecting and structuring academic projects, field site selections for students and coordinating common programming for students as well as more dedicated field experiences and projects. Lessons learned about components of the program that were more or less effective will be discussed. Plans for faculty and staff development for an expanded program to include 300 to 350 students, will be discussed as well.

DeVry Technical Institute
479 Green Street
Woodbridge, New Jersey 07095-1489
908 634-3460

HOW DO YOU KEEP THE MUSIC PLAYING?
Avoiding Burnout in Service to Our Students

Mary D. Aun, MA, MSW
Senior Professor
Student Success Strategies: STOR-112

"People work" of any kind can cause the syndrome known as "burnout." It's characterized by emotional exhaustion, depersonalization and reduced personal accomplishment. Caregivers in the service of students often find themselves in the state of fatigue or frustration resulting from devotion to the cause of student success. That cause sometimes fails to produce the expected reward, and when the expectation level is drastically opposed to reality, caregivers use up their inner resources, vitality, energy and ability to function.

Through a presentation of the latest social science research on the subject, one-on-one exercises and small group activities, participants will learn:

- *a working definition of the syndrome*
- *which personality types are especially prone to "burnout"*
- *how to recognize the symptoms*
- *how to identify the causes*
- *where to go for help*
- *what to do to overcome and/or control the job-related stress inherent in caregiving.*

The experience of participating in this workshop will also offer the group ideas on effectively facilitating the learning in larger classes.

East Tennessee State University
Office of the Vice President for Academic Affairs • Box 70733 • Johnson City, Tennessee 37614-0733 • (615) 929-4219 • FAX: (615) 929-5800

Building Campus Community with Freshman Cohorts

Cynthia S. Burnley
Linda Dietz
Carla Warner

ABSTRACT

East Tennessee State University, which has a large number of commuting students, is building community among freshmen through the development of cohort programs for traditional (Academic Advantage) and non-traditional students (First Year Program). Opportunities for forming community relationships result from a maximum of 25 students enrolling in the same sections of four courses: a one-hour Freshman Year Experience (FYE) course, an entire section of English composition, and two larger enrollment courses composed of cohort members and non-cohort students.

The cohort program facilitates the development of community in numerous ways. The FYE instructors provide a base for community building by conducting get acquainted exercises and providing a mechanism for students to contact each other outside of class. The cohort participants attend four different classes together and are more likely to become acquainted further, which is advantageous for both commuting and residential students. By participating in two courses composed entirely of their cohort, freshmen are able to identify other members of the cohort and become more comfortable with each other early in the semester. The complement of courses provides a common experience on which new relationships may be initially based and facilitates the development of study groups. The cohort provides a sense of community for freshmen who are enrolled in large sections of courses and diminishes the possibility that they could get "lost in the crowd." Students in the FYE course are required to attend a number of campus events and are encouraged to attend together. Benefits of the cohort concept that faculty and advisors have casually observed are that participants begin interacting early and throughout the semester (e.g., in the cafeteria, at campus events, in conversation and study areas), form study groups and attempt to arrange their class schedules together for the subsequent semester.

Upper-class student leaders serve as peer instructors to assist the FYE professors with grading, teaching, and bridging the communication gap between freshmen and faculty. Peer instructors are also positive role models and enable freshmen to become acquainted with at least one upper-class student leader.

The presentation will cover the development and coordination of each program; recruitment and advisement of student participants; training and selection of faculty; selection, responsibilities and credit for peer instructors; successes and areas for improvement; course content; evaluation of the programs; and how the nontraditional and traditional student programs differ.

Contact Person: Cynthia S. Burnley
P. O. Box 70278
East Tennessee State University
Johnson City, TN 37614-0278

Phone: 423-461-7484

ETSU

East Tennessee State University
Office of Admissions • Box 70731 • Johnson City, Tennessee 37614-0731 • (615) 929-4213 • 1-800-462-3878

Evaluating Organizational Culture to Improve Student Retention

Dr. Nancy Dishner
Associate Vice President for Admissions, Retention, and Enrollment Management

Being part of an institution which has developed and is implementing a major student retention effort, the most valuable lesson learned has been that advancements in helping students become more successful begin with a philosophical "grass roots" analysis of the culture of an organization. Unless there is a commitment to examining and restructuring the culture of an organization, a student retention program is certain to fall short of the goal.

The focus of this session will be to assist attendees in considering the culture of their campuses as it relates to a current or future student retention program. Using the work of Dr. Terry Deal, author of Corporate Cultures, and well known authority in the area of organizational culture, consideration will be given to the "lenses" through which "culture" should be viewed on our campuses: 1) needs; 2) goals and roles; 3) power; and 4) symbols.

Essential to the examination of a campus culture is consideration of the Mission of the campus. Discussions will center around identifying the institutions commitment to student service by reviewing the mission statement of the campus. Does, for example, the Mission focus on customer service, quality, teaching, student success, etc? Or, are these points conspicuous by their absence?

After consideration of the Mission, the session will focus on the process of change. Important to this consideration will be "getting where you want to go" in a positive and proactive manner. Basic elements of an effective change process will be considered.

Central to this session will be a theme of achieving institutional commitment to a student retention effort. Specifically, the focus will be on the role which must be played by the President of the institution. For attendees who already have committed CEOs, this part is simple. For the attendees who do not have the support for their CEO, the session will focus attention on "selling" the President on the importance of student retention.

A segment of the session will focus on the efforts at East Tennessee State University -- particularly, a "what we would do over again" and an "if we had only known" discussion. The presenter will share some of the more than 30 ETSU program initiatives. Additionally, a number of "common sense" initiatives will be shared.

The goal of the session will be to help attendees understand that achieving excellence in student retention begins with a personal commitment to quality.

Contact Person:

Dr. Nancy Dishner
Box 70731
East Tennessee State University
Johnson City, Tennessee 37614-0731

Phone: (423) 929-4213
Fax: (423) 461-7156
email: dishnern@etsuserv.east-tenn-st-edu

ELON
COLLEGE

ACADEMIC ADVISOR AS FRESHMAN SEMINAR INSTRUCTOR: A ONE HOUR SUCCESS STORY

Presenter: Lela Faye Rich

Student Assistant(s): Name(s) not available at this time

The goals of this session are as follows: one, to explore a grassroots approach to confront the major obstacles in creating a one-hour Freshman Seminar Program; two, to look at curriculum ideas presented by a faculty and students who have taught the course; three, to have a time for shared questions and comments from participants.

The grass roots approach avoids even the slightest hint that the Freshman Seminar course is an idea handed down from the administration. The idea for change needs to come from the faculty/staff, who not only have some personal investment and concern for the goals of the course, but who must implement any change. The experience on our campus indicates the first step is to assess the needs of the freshmen student. A Retention Study at Elon indicated that our weakest academic support service, as perceived by both faculty and students, was in the area of academic advisement of freshman students. Freshmen advisees saw their advisors only once or twice a semester. If a student got into academic problems, the advisor is often the last person a student saw. If a student missed appointments and faculty could not find them for pre-registration. Both advisor and advisee were critical of the traditional freshmen advising program. The grassroots approach encouraged the faculty advisors to explore a new option, meet new freshmen weekly in an extended orientation class. The goals for this workshop is to view a success model. Problems involving remuneration, time release, course credit, class size, grades, marketing to both faculty and students will be addressed in this session in addition to exploring curriculum ideas that really work.

The popularity of the Elon 101 may be related to the volunteer nature of the program. No professor or staff is required to teach the course and, with a few exceptions, no student is required to take it. Our program has grown from 8 sections with 120 students in 1983 to 62 sections in 1995 with an enrollment of 870. Elon 101 now includes over 95 percent of the entering freshman students.

Contact Person: Lela Faye Rich
2272 Campus Box
Elon College, NC 27244
(910) 584-2212

ELON
COLLEGE

OUTDOOR CHALLENGE COURSES: A FRESHMEN SEMINAR COMPONENT

Rex Waters
Assistant Dean of Student Affairs

Becky House
Director of Elon 101

The goals of this session are as follows: one, to share the design and purpose of an outdoor challenge course within the freshman seminar; and two, to look at initial cost and maintenance of the course from both a monetary and human resource expenditure.

Elon College is a four year liberal arts college with approximately 3000 students. The freshmen class enrollment is approximately 900 with 90% of them voluntarily electing the Elon 101 freshman seminar. It meets weekly for one hour to extend orientation and to provide academic advising. Faculty who conduct the seminars are those students' academic advisor. Student teaching assistants in each class facilitate the process. Activities to promote group cohesiveness which provide freshmen with a sense of connectedness and belonging to the campus are a regular part of the seminar. The challenge course is one powerful means to accomplish group building.

A function of this workshop is to share the evolution of the challenge course at Elon College. In past years, students were transported to a ropes course facility at a local park. Now, a low ropes (challenge course) exists on campus. This session will spend time examining the philosophy which supports challenge courses within the freshman seminar, and the costs and benefits of having such a facility on campus.

ESSEX COUNTY COLLEGE
303 University Avenue, Newark, New Jersey 07102
(201) 877-3530 Freshman Center

The Essex County College Freshman Center: A Two Year Model in an Urban Community College - Two Years Later

Lisa Donato, Director, ECC Freshman Center

At Essex County College in Newark, New Jersey, diversity is the prevailing characteristic of the student body. The majority of students are non-traditional in age and academic preparation, and include 60% women, 60% Black/African American, 16% Hispanic/Latino, 15% white, and 2% Asian. There are a growing number of International and Bilingual students at the college.

In an effort to support the success of these students, the College established a Freshman Center in July of 1993. The mission of the Center includes serving as a clearinghouse for information and providing referrals for students during their first semester of enrollment. The center is a friendly and informal environment, staffed by trained student leaders who provide individualized attention and personalized support, and generally facilitate the successful transition into college.

The ECC Freshman Center has flourished through tremendous student enthusiasm and ever increasing college-wide support. This workshop will show how the central principles of retention

An Equal Opportunity/Affirmative Action Employer

research have been implemented in the development of this program. It will highlight the activities which have been most successful in helping students and winning administrative recognition. The workshop will conclude with a review of our assessment methods, and an informational discussion of its application to other institutions.

Florida Agricultural and Mechanical University
Tallahassee, Florida

TELEPHONE: 904/599-3000
904/599-3160

ZIP CODE 32307

SCHOOL OF GENERAL STUDIES
LEARNING DEVELOPMENTAL AND
EVALUATION CENTER

THE FRESHMAN YEAR EXPERIENCE
NATIONAL FORUM ON NEW STUDENTS WITH DISABILITIES

(ADVOCACY SERVICES FOR THE FRESHMAN STUDENT WHO HAS A LEARNING DISABILITY)

PRESENTERS: DR. WILLIAM B. HUDSON SR.
MS. MELANIE MARTIN

ABSTRACT

The number of First Time In College (FTIC) students with learning disabilities pursuing higher education continues to increase. The Learning Development and Evaluation Center (LDEC) at Florida A & M University provides a mechanism (advocate) to anticipate and monitor the needs of these students' turbulent first year of college.

This presentation will focus on the advocate as the individual responsible for encouraging, anticipating, requesting, and implementing accommodation needs and support services to be provided to students. The advocate works closely with the director, instructional specialist and professors in determining the conditions by which student receive accommodations. Accommodations for support services will be discussed, the avenues and techniques for service

delivery will be negotiated, additions or deletions made will be presented.

The Letter of Accommodations and Modifications for students who are learning disabled will be discussed. This letter is signed by the student, the LDEC director/designee and the professor. This letter outlines the type of support services as accommodations are to be provided. These accommodations are not limited to but may include: tutorial services, tape lectures, advanced lecture notes, readers for tests, taped or oral tests, and extended time on tests and assignments. Lastly, specific expectations by the professor of the students and details of how the requested accommodations will be implemented and how each accommodation is monitored will be discussed.

Contact Person:

Dr. William E. Hudson, Sr.
Learning Development and Evaluation Center
555 ORR Drive
Florida A&M University
Tallahassee, Florida 32307
Voice:904/599-3180
Fax: 904/561-2513

MORE THAN GOING THROUGH THE MOTIONS: BRAIN INTEGRATION TECHNIQUES FOR IMPROVING MEANING-MAKING

Karen A. Becker, Ph.D.

BACKGROUND TO RESEARCH:

The home for this study was a Developmental Education department of a mid-western community college. The driving motivation for this study of meaning-making lies in the paradox between my goals for a reading and study skills course -- 1) students learn course material, and 2) students develop an understanding about their own learning process -- and the students' apparent agenda to pass the course as if it were information that is separate from their success not only in my class but throughout their college careers. "Meaning-making" is defined as the internalization of information ranging along the following continuum: from a.) rote memorization of "inert knowledge" (Whitehead, 1929), "surface knowledge" (Caine and Caine, 1991), or "received knowledge" (Belenky et al, 1986) to b.) being able to talk about the material with a degree of metacognitive understanding as "subjective" or "procedural" knowledge (Belenky et al, 1986) to c.) the utilization of "constructed knowledge" (Belenky et al, 1986) or "deep meaning" (Caine and Caine, 1991).

The underlying problem that shaped my central research question stems from why students do not display in this class a deeper, more personal understanding of the concepts introduced in the course. The larger conceptual framework for this study acknowledges the growing importance and need for study skills to be introduced to students either through specific courses or integrated within content courses.

THE MODEL OF THE DEVELOPMENT OF LEARNING PERCEPTIONS:

The Development of Learning Perceptions Model emerged from the learners' perceptions and the taxonomies uncovered during data analysis and embodies two concepts -- perception and skill. The first operates within the cognitive domain, while the latter functions within the behavioral domain. While the Model's three perspective are developmental and somewhat linear, the non-traditional student works to varying degrees in both domains.

In sum, students with the first perspective are ultimately concerned with retaining decontextualized facts, while the students with the second perspective metacognitively begin working on *how* to retain facts. Lastly, those at with the third perspective have learned to process information in a sub-conscious manner having internalized their learning process. In this final perspective, if students begin to struggle to learn material they switch into a self-monitoring mode of "this is when I need to be learning" and with varying degrees of effort, automaticity, and metacognition can internalize material. Bransford and Vye (1989) support this overall Model by stating, "A useful way to think about meaningful learning is to view it as a transition from memory to action" (p. 192).

IMPLICATIONS OF THE RESEARCH:

The personal meaning-making process for the non-traditional at-risk adult learner seems to have roots in four issues: 1) the role of the instructor, 2) the role of time investment, 3) the rite of passage beliefs surrounding school, and 4) school/non-school learning.

201 South Grant Avenue • Columbus, Ohio • 43215-5399 • 614-341-6237

DEVELOPING LEARNING PERCEPTIONS WITH BRAIN INTEGRATION TECHNIQUES:
In this Information Age, when first year college students are overwhelmed by their college tasks, instructors must help them move from simply memorizing information to using learning strategies that encourage deeper, more meaningful learning. Students will actually find learning easier and more enjoyable when this happens. To help their students, instructors must begin to understand right brain and left brain theories and begin to teach brain integration techniques (b.i.t.'s) for study skills.

Briefly, the right brain and left brain theories state that the left hemisphere of the brain is responsible for verbal, mathematical, and analytical skills. Persons with this preference seem to be logical and generally closed to new ideas. The right hemisphere, however, is responsible for creativity, artistic, non-linear thinking. Daydreams are said to stem from this hemisphere. People with this preference seem to be more emotional, nurturing and spiritual types. While the left side of the brain is usually at work in school settings, the right side of the brain is not, except as many students point out for the right side's capacity for daydreaming! Whole brain integration is important so that both sides of the brain are being used in the learning environment -- otherwise, the left side forgets the right side and the right side goes to Florida! Then learning is forfeited for a brief vacation!

Another important functioning of the brain are the "brain wave patterns," which are the electrical impulses generated in the brain. Although occurring continuously, four basic brain wave patterns show up when we do certain things. Learners should maintain their brains in an alpha state while learning. This is also known as "active relaxation." The rhythm of the alpha waves is about sixty beats a minute -- approximately the same as baroque music, such as Bach, Handel and Vivaldi, and much of the new age music available today. This type of music can be played while studying, taking tests, and other learning tasks to maintain the alpha waves. The music should not have lyrics as this activates the left side of the brain which is already stimulated by words and numbers in the learning task.

Visualizations and mandalas can also promote the relaxation necessary to achieve and maintain the alpha brain waves for learning. Mandalas are geometric patterns like kaleidoscopes formed by a series of concentric shapes from one focal point. These help the less spatial left side of the brain "let go" and unite with the capacities of the right side. Visualizations, while relaxing the body, also activate the visual side of the brain, also allowing students to experiment with different learning situations. Mostly, these techniques that move a person into the alpha waves for learning are helping the learner to relax, but stay active. There may be reason to believe that the 3-D computer pictures that have appeared in the last few years have this same effect.

Because we are not certain as to where memories are stored in the brain, it is important to use both sides. Mind-mapping is a note-taking and organizational technique which helps activate both sides of the brain, thus enhancing memory (Wycoff, 1991). It is true that "a picture is worth a thousand words." Mind-mapping, similar in some ways to the mandala, starts with a core idea in the center and then adds sub-ideas in a web-like fashion. In mind-mapping, the use of abbreviations, pictures, and color is encouraged in order to activate the right side of the brain.

Lastly, understanding the eye's capacities and its connection with the brain also aids in learning and using appropriate brain integration techniques. As a fetus develops in the womb, the eyes actually grow out of the brain; thus, the connection between the eyes and the brain are significant to learning. The Dennison's (1986) "Brain Gym" exercises include many routines that help connect the two sides of the brain through eye movements and body movements. Speed-reading techniques require that both sides of the brain be connected as well and thus, learned material while using these techniques seem to be better integrated and better remembered.

Contact Person: **Karen A. Becker, Ph.D.**
208 W. Como Ave.
Columbus, OH 43202-1039
614/262-5736

GENESEE COMMUNITY COLLEGE
COLLEGE ROAD, BATAVIA, NY 14020-9704 (716) 343-0055

TITLE: Strange Bedfellows: Administration and Faculty Working Together

PRESENTERS: Carl M. Wahlstrom
Professor of Intermediate Studies and Sociology
Genesee Community College
College Road
Batavia, NY 14020

Dr. Donald W. Green
Vice President for Academic Affairs
Genesee Community College
College Road
Batavia, NY 14020

Dr. Glenn DuBois
Director of Educational Services for SUNY Community Colleges
State University of New York
State University Plaza
Albany, NY 12246

Even though freshman seminars have been offered for over one hundred years, resistance and misunderstanding still exists. This session focuses on the cooperative efforts of administration and faculty in the development of a freshman seminar course, its offering as part of a high school enrichment program, and the creation of a state-wide initiative to develop a program to help high school students prepare for college. In addition, the session will also explore the present status of freshman seminars in the State University of New York system, as well as a descriptive profile of its entering freshmen.

The session will provide participants with a battle plan or road map for the development and refinement of their course offerings. As a consequence of the territorial nature of many educational professionals, resistance and frequently intense resistance can be expected. Consequently, the end user's or students' needs can be overlooked. This presentation reviews the political nature of course development and implementation. Additional discussion will focus on faculty recruitment and training, course promotion and student recruitment.

As a result of this session participants will become familiar with:

1) The evolutionary and political process of developing a first year seminar course.

2) Course development and key components.

3) Articulation between college and high school in offering first year experience courses.

4) The development and implementation of faculty training at both college and high school levels.

5) State-wide initiatives in implementing programs in high schools to facilitate a successful transition into college along with a rewarding college experience.

GEORGIA COLLEGE
THE ACE CENTER

The ACE Center
Georgia College
Campus Box 35
Milledgeville, Georgia 31061-0490
Phone (912) 454-2761
Fax (912) 453-5818

University 101: The First Replication Becomes Institutionalized

Dr. Marianne Edwards Gillis, Presenter

Dr. Rose Baugh, Presenter

ABSTRACT

Georgia College, a four-year public college of the University System of Georgia, was the first institution to replicate the University 101 concept. In 1977 faculty and staff from Georgia College participated in training under the tutelage of Dr. John Gardner at the University of South Carolina, then brought the concept back to the campus in an attempt to address the academic needs of its students, many of whom were first generation college students. Though there was a clear need for such a program, it still met with some resistance and it was through the determined effort of Dr. Rose Baugh that the new course, IGC 101, was approved to be taught and to generate three credit hours.

Since that time the program has not only "won over" the resistance, but has been expanded to meet other needs of the college. The present, more comprehensive "Student Success" program includes not only the anchor course, IGC 101, but IGC 102 - a course in student leadership development, IGC 103 - a career planning course, IGC 120 - a computer literacy course, and IGC 312 - a women's studies course. In addition to the thirteen "regular" sections of IGC 101 that are taught each year, five sections of the course are taught each fall as part of the Residential Freshmen Experience program, a cooperative living/learning program coordinated by Academic Services and Residence Life,

and special sections are taught each Winter and Spring quarters for students experiencing profound academic distress.

Interest in IGC 102, "Student Leadership," has also expanded, and ten sections of that course are taught during each academic year. The leadership course has become a requirement for students participating in student government and those holding positions in residence life programs. In addition, a special section of the IGC 102 course is part of the training program each spring for new Orientation Advisers - those students who will be conducting the campus orientation program during the upcoming academic year.

The program also consists of a career planning course for juniors and seniors to help them develop the technical skills that will be of benefit in their job search and transition into the working world, and a computer course, whose existence acknowledges the necessity of this skill both in and out of college. The women's studies course is one of the anchor courses in a developing Women's Studies minor at the college.

Clearly, Georgia College has supported the development of the Student Success program, and it's students have benefitted from experiences provided by the different classes. This presentation will focus on steps the program underwent as it evolved and became institutionalized. Presenters will discuss where the Student Success program is presently and ways that it is anticipated it will continue to expand, and attempt to provide suggestions and support for emerging programs on other campuses. In addition, the presenters will share data that has been collected on the impact of the Student Success program since its inception, and will offer opportunities for questions and discussion.

###

Contact Person: Dr. Marianne Edwards Gillis, Director, ACE Center
Georgia College, Milledgeville, GA 912-454-1628

CITIZEN
LEADERSHIP
INSTITUTE

Office of Lifelong Learning, Gulf Coast Community College
5230 West Highway 98, Panama City, FL 32401-1058. (904)747-3216

LEADERSHIP ACROSS THE CURRICULUM--A College-Wide Commitment to Leadership

Presenters: Gayle F. Oberst
Cheryl Flax-Hyman

The philosophy of Gulf Coast Community College as stated in the general catalog, "the college is founded upon the belief that a democratic society requires an educated citizenry; that each individual has worth, dignity, and potential; that an educational institution exists to provide people the opportunity to seek truth and knowledge about themselves, their fellow citizens, and the world in which they live; and that an educational institution should foster an understanding of and appreciation for the increasing interdependence of the nations of the world," provided a foundation for establishing and implementing a "leadership across the curriculum" program.

The Citizen Leadership Institute (CLI) requested a faculty representative from each academic division to serve with professional staff in an effort to: (1.) Integrate citizen leadership themes across the college curriculum; (2.) Cultivate and promote a solid institutional value for community service and responsibility which will continue past the students' college years; (3.) Develop a framework for student comprehension of citizen leadership through course study, individual skill assessment, participation in team-building activities and final articulation of leadership lessons learned through course work.

Supported by a grant from the W. K. Kellogg Foundation

The multi-discipline program developed by the CLI is designed to teach communication, conflict resolution, collaborative, and problem solving skills. This comprehensive program can easily be adapted to different disciplines and can be presented through a variety of delivery options. The program is based on the concept that students can learn to be citizen leaders by providing them with increased opportunities in the college curriculum to become involved in community beyond the campus. This implies that students understand with the privilege of an education comes a responsibility for the welfare of others.

Faculty members review available leadership materials and develop plans for integrating skill building into existing courses. They also explore possibilities for supporting "leadership across the curriculum" in college internships, co-operative education, freshman orientation, student activities, graduation awards, academic course study, and release time for faculty/staff participation in service.

Staff and Faculty with the support of administration has developed a plan for "the year of leadership at Gulf Coast Community College." During Fall orientation, guest speakers will present workshops and lead discussions in leadership development. Faculty/staff will be given opportunities to participate in leadership training, make a commitment, and develop a plan for implementation.

CONTACT: Gayle F. Oberst, Citizen Leadership Institute, Gulf Coast Community College, U. S. Highway 98 West, Panama City, FL 32401, 904-747-3216.

Supported by a grant from the W. K. Kellogg Foundation

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

FRESHMAN STUDIES AND
UNIVERSITY 101 PROGRAM
(804) 727-5243

Academic Counseling as Learning Empowerment: Its Impact on Student Retention

Mrs. Amanda Murray Director of Freshman Studies, Rm. 104 Wigwam
Hampton University, Hampton VA. 23668
(804-727-5243)
Dr. Kathryn Kisabeth and Mrs. Janice Cawthron

The retention of freshman students is the foundation of building a stable and successful student population for any university. A part of this retention process is the reality that a large number of students often experience difficulty in the transition from high school to college. This study examined the effectiveness of several academic counseling strategies as implemented in individual and group sessions with academically at-risk freshman students at Hampton University. Students were identified according to their academic status for the Spring 1995 semester as determined by their grades for the Fall, 1994 semester.

The goals of the student were the identification of the techniques, formats and amount of time that students need in order to be academically successful. The criteria used to measure the effectiveness of each counseling format, small group or individual session, were the grades received at the end of the Spring, 1995 semester and the students' academic standing at the end of the semester. Students were surveyed in reference to grades, helpfulness of the strategies introduced to them and their overall success at Hampton.

The 1996 follow-up to the original study involved the training of the faculty developmental advisors in the use of learning empowerment strategies based on Maslow's hierarchy. This theoretical base prepared the faculty advisor to help the student focus on needs within student life which either facilitate or inhibit learning. The student could also gain insight into techniques which assist in independent problem solving.

This study was a part of the student retention initiative made possible by the Third Black Colleges Program supported by the Pew Charitable Trusts. The project director is Dr. Rodney D. Smith, Dean of Students at Hampton University.

HAMPTON INSTITUTE
GRADUATE COLLEGE
COLLEGE OF

HOUSTON BAPTIST UNIVERSITY

Office of Admissions
713/995-3211
800/969-3210
Fax: 713/995-3209

Program/Proceedings Abstract

PRODUCING A COMPREHENSIVE FACULTY ACADEMIC ADVISING HANDBOOK

Jerry Ford, Houston Baptist University

The utilization of an advising handbook by faculty advisors is one of the basic ingredients in the enhancement of a successful academic advising program. Although the development of a handbook for advising has been a concern on many campuses, officials at Houston Baptist University have produced a comprehensive advising handbook each of the past seventeen years. Emphases for this presentation include practical procedures, techniques, and experiences employed to produce a comprehensive academic advising handbook annually that is physically attractive, maximally useful, completely versatile, and inexpensive. The presentation will address such questions as: "What is the purpose of an advising handbook?" "What method of organization should be utilized?" "What are some of the specific items that should be included in the handbook?" and "What methods should be utilized in educating users of the handbook?" In addition to important notes and useful suggestions, the presentation will also include the following essential steps in handbook development:

(1) Making the commitment to develop and to utilize a faculty

advising handbook to enhance academic advising. (2) Assigning the responsibility of coordinating the development and maintenance of the academic advising handbook to a specific office--the Smith College of General Studies. (3) Determining what items should be included in the handbook. (4) Utilizing the input of as many departments on campus as feasible. (5) Deciding on a format that is attractive, comprehensive, inexpensive, useful, and versatile. (6) Determining the cost or the projected cost of printing and binding. (7) Developing a method of disseminating the handbook and instructions for its use to the faculty advisors. (8) Updating the document regularly--usually every year.

A simplified seven-item outline for the handbook is as follows:

a) Table of Contents

b) Letter of Introduction/Explanation

c) Section One - General Research Data

d) Section Two - Resource Materials

e) Section Three - Specific Department/Campus Regulations

Bibliography

Appendixes

Contact: Jerry Ford, Ed.D.,
Houston Baptist University
7502 Fondren Road
Houston, Texas 77074
Phone (713) 995-3208
Fax (713) 995-3217

HOWARD UNIVERSITY

SCHOOL OF BUSINESS
SPECIAL PROGRAMS

TITLE OF PRESENTATION: STUDENT TEAMS =====> STUDENT SUCCESS

PRESENTER: Carol D. Henley, Director
Office of Special Programs
Howard University School of Business
2600 6th Street, NW
Washington, DC 20059

ABSTRACT

The five major goals/tasks of an institution of higher learning, as it relates to its students, are to: attract, retain, educate, graduate, and ultimately place its students. The Howard University School of Business has implemented a retention program centered on a student team environment, beginning with a Freshman Year Experience Course. The program which impacts all five goals has been a catalyst for an amazing 2 1/2 year transformation in Howard's second largest school.

The initial implementation of the comprehensive six-component Howard University School of Business (HUSB) Model for the retention of students began summer 1993. The model was initially designed to address all the major factors that impede student success, as indicated by the research. However, the impact of the model had far more reaching effects. It has positively affected recruitment, the educational process, and placement.

Fall 1995 represented the implementation of the final phase of the model which has evolved into a nine component program. The transformation that has occurred within the School of Business was primarily the result of the HUSB model and the school's restructuring which brought about the formation of the Center for Professional Development. The transformation represents a major paradigm shift to an environment that involves team work at all levels of the undergraduate business program.

Today, unlike three years ago, students begin working in teams from day one. All new entrants to the School of Business are assigned to a management team (15 - 20 students) headed by a sophomore team leader. The entire team enrolls into the same section of the Orientation Course, where they are assigned team projects and participate in team competitions. The teams are to continue to work together through their senior year. There are mandatory weekly team meetings, and all team members living on campus are housed together for their freshman year.

The team concept has spread throughout the school, affecting the advising process, hosting of corporate activities, the tutoring program, and the curriculum. It has developed a strong sense of community within teams, among team leaders, within the school, with alumni, and students with "Corporate America."

The program has presented the School of Business with the opportunity to study the varying composition of teams and answer questions such as:

- Should all commuter students be on teams consisting of just commuter students?
- Would athletes perform better on a team of athletes headed by a highly motivated academically successful team leader who is also an athlete?
- Should transfer students be placed on "transfer students only" teams?
- Would first-time-in-college (FTIC) students feel more connected if placed on single sex teams?

The program's short term results indicate: that students are focusing more on their ultimate goal of graduation, are developing professionally at a faster rate, are more knowledgeable about the corporate world, and are learning how to be successful in a team environment. Additionally, the school's corporate partners have responded to the program very positively, and, consequently, have increased the number of internships offered to students completing their freshman year.

68

ILLINOIS STATE
UNIVERSITY

Academic Advisement Center

340 Fell Hall
4060 Illinois State University
Normal, IL 61790-4060
Telephone: (309) 438-7604

Major-Based Learning Communities: Enhanced Opportunities for Student Success

Sharon Walsh, Coordinator of Freshman Advisement
Michael Schermer, Associate Dean of Student Affairs

CONNECTIONS, a pilot learning community program at Illinois State University, was implemented in the Fall of 1994. The program was designed to ease the transition from high school to college for the freshman student. Presumably, increased interaction among students, faculty and staff would enhance opportunities for student success. Each learning community was comprised of two or three freshman level courses and a seminar; based on course groupings, students self-selected into a particular community. It was determined that freshman theatre majors could benefit from the CONNECTIONS program, and a learning community designated specifically for this population was offered in the Fall of 1994.

Our proposed presentation will focus on this learning community and will include a discussion of: course clusters selected for first and second semester; the programming for the weekly seminar sessions; and successful academic and social activities. Particular emphasis will be placed on the importance of the collaboration of academic advisement, student affairs and faculty in the success of the community.

Given the diversity of the group and the individual difficulties of some of the students who participated in the theatre community, individual profiles of some students will also be included. Finally, an examination of problems that occurred within the community will also be reviewed.

Equal Opportunity/Affirmative Action University

Another component of the presentation will incorporate the results of limited research, including some longitudinal data, individual and collective, about the students in the theatre learning community, other freshman theatre majors not in the community and other members of the freshman class.

We will compare grade point averages (GPAs) from the Fall '94, Spring '95 and Fall '95 semesters of our Fall '94 cohort of learning community participants with freshman theatre students not in our group. A comparison of the collective GPA of the theatre seminar versus that of other seminars will also be presented.

Theatre is performance as well as academic major. Therefore, information regarding the frequency of casting in department productions for community members will be noted and compared to that of other freshmen.

Retention rates will also be examined for several cohorts. We will compare the retention of students in our seminar with other freshman theatre majors, with students involved in other seminars and with other freshman students in general from Fall '94 through Fall '95

We will offer some preliminary observations comparing and contrasting the Fall '94 theatre learning community with that of the Fall '95 theatre learning community. There are some distinct similarities and differences which may offer insight as to the content and presentation of future programming for major-based learning communities.

Finally, a report on the reunion activities for the Fall '94 theatre connections group since it last met formally at the conclusion of the Spring '95 semester will be included in this presentation.

Learning Center/Act 101
Indiana University of Pennsylvania
203 Pratt Hall
Indiana, Pennsylvania 15705-1087

(412) 357-2729

IUP

"And Still They Rise": A Comprehensive Advising Model for the Freshman Year

Presenters: Carol A. Tannous and Stacey Winstead

ABSTRACT

The purpose of this program is to share a comprehensive advisement program for Freshman who are economically and educationally disadvantaged and enter Indiana University of Pennsylvania through the Learning Center/Act 101 program. Particular attention will be focused on the efforts of the educational counselor in respect to their multifaceted roles as a classroom instructor, academic advisor and counselor.

The uniqueness of our program features an intrusive advising model centering on counseling support programming which includes: in class instruction through three one-credit advisory courses, individual advising contact and an introductory orientation program. Noteworthy to this model is the relationship established between an educational counselor and their assigned group of students. This relationship begins with a Summer Program and continues throughout the entire academic year.

The overall retention rate for students who enter IUP through the Learning Center Program is above the national average. We attribute much of this success to the intrusiveness of our program design.

71

IUP

Indiana, Pennsylvania 15705

TITLE OF PRESENTATION:

A Lost Art: Teaching Freshman to Talk to Their Professors

PRESENTER:

David I. Henriques

ABSTRACT

As educators, when we are asked "Who are the most important people involved in a student's college education?", we surely answer "First, the student and then faculty." Unfortunately, freshman only see this relationship as one-dimensional. Students are often fearful, hesitant and even intimidated by the title or illusion of what is a "professor" and thus avoid talking with their most vital advocate. Professors are often the bridge between academic and vocational success and failure.

Interestingly though, when students do get the opportunity to speak candidly with and know faculty outside of class, a student's inhibitions are often alleviated. As a matter of fact, they often change dramatically. In addition, their perceptions of all their professors can additionally improve. Ideally, they can be more open-minded to different teaching styles.

Furthermore, when students have an open relationship with faculty, their academic performance improves as well. Through personal communication, students understand how the professor's background impacts their teaching style and perhaps overcome a students greatest hurdle, that is they will feel more comfortable requesting assistance.

When students have a better understanding of their professors, it is easier to establish a mentoring relationship. This relationship may not only center on academic issues, but may enhance a student's opportunity for research, scholarships, or job opportunities.

The purpose of this presentation therefore is to describe strategies which will elicit greater candid communication between students, especially freshman, and faculty.

The presentation will center on effective strategies that I have witnessed and used as an Educational Counselor. The presentation will be tailored to the audience (i.e. mostly students, faculty,

or administrators). The discussed strategies will impact several organizational levels; institutional, faculty and student. Further information will be solicited from members of the audience so that there is a sharing of effective strategies.

In conclusion, the need for open communication between students and faculty is essential for student success. And this is the reason we are all coming together.

For more information, please contact:

David I. Henriques, Educational Counselor
Learning Center, Pratt Hall
Indiana University of Pennsylvania
Indiana, PA 15705
(412) 357-2729
E-mail DAVEHEN@GROVE.IUP.EDU

JACKSONVILLE STATE UNIVERSITY
700 PELHAM ROAD N.
JACKSONVILLE, ALABAMA 36265-9982

DEPARTMENT OF
MANAGEMENT / MARKETING

TELEPHONE (205) 782-5787

A DISCIPLINE-FOCUSED ORIENTATION CLASS: Application and Utilization of The Freshman Year Experience Concepts in a Specific Academic Program

Dr. Michael B. Marker
Dr. Sharon Seay

In the Fall of 1994, the College of Commerce and Business Administration (CCBA) at Jacksonville State University (JSU) in Jacksonville, Alabama implemented a freshman orientation class for new students entering into JSU's business program. The class (CBA 100: CBA Freshman Orientation) represents an extension to JSU's already extensive freshman orientation program and requires all entering students designating Business as their desired major to complete this one-hour credit pass/fail course. The purposes of the course are: (1) to better prepare the student to succeed academically, (2) to enhance student/faculty relationships by providing a "mentoring" atmosphere, and (3) to improve student retention in the business program. The specific objectives of the course are: (1) to acquaint students with all Business resources available, such as with the business computer labs and library holdings for Business, including indexes, databases, and search procedures, (2) to identify and explain the business program's policies and procedures, such as the academic requirements and class advisement and registration procedures, and (3) to provide students with information regarding the the various Business fields in order to promote more informed choices on the part of the students. The instruction is interactive and incorporates team learning, lectures, guest

speakers, tours, and class projects. Graded projects and exams serve as formal means of student evaluation. Instructor evaluations and student interviews have provided useful insights for future course instruction and improvement.

Discipline-focused orientation courses utilizing the Freshman Year Experience concepts can be applied to any program of study. These courses can greatly enhance the overall Freshman Year Experience and can increase the probability for success for students entering college and for choosing the appropriate major field of study. The purpose of this presentation is to identify and explain the CBA 100 class from the perspectives of origins, purposes, goals and objectives, characteristics, contents, methodology, differences in this class from the typical university wide orientation class, problems encountered, and the outcomes/results of the first year experience with this course. The goal of the presentation is to provide insights which will be beneficial for those designing and implementing discipline-focused freshman orientation classes and seminars.

CONTACT PERSON:

Dr. Michael B. Marker
Room 217-D, Merrily Building
College of Commerce and Business Administration
Jacksonville State University
Jacksonville, Alabama 36265
(205) 782-5789

JeffersonCommunityCollege
Downtown Campus
109 East Broadway
Louisville, Kentucky 40202
(502) 584-0181
Southwest Campus
1000 Community College Drive
Louisville, Kentucky 40272
(502) 935-9840

Proposal

The Community College Freshman: A Unique Population?

Carol Mosher
Barbara Taylor

Every year a substantial number of all new freshmen enter higher education through community and junior colleges. Many opt to complete their education with an associate degree from that college. Others transfer to a four-year institution either after completing their sophomore year or after a semester or two at the community college.

While the community college freshmen do share several of the problems and experiences of their four-year counterparts, they differ in many respects. Many are commuters and lack the opportunity for participation in residential college life. Most have family and/or job obligations that interfere with a full time commitment to their studies. Many are returning adults and frequently are first-generation college students. Since many community colleges do not employ selective admission criteria, students frequently lack the academic background needed for success in college.

As coordinators of Jefferson Community College's adult reentry program and as teaching faculty in freshman courses, we have over twenty years experience serving the needs of the community college freshman. We would like to offer an informal session devoted to the community college freshman. We will focus on some unique needs of this population and offer strategies developed by our colleagues and ourselves that have proved successful in assisting these students in their transition to college and ultimately to their academic success.

We with this to be an informal session and welcome suggestions from colleagues at other community colleges. While the focus of this session will be directed towards those working in community and junior colleges, it is hoped that colleagues from four-year colleges, especially those that attract students transferring from two-year institutions, will participate to gain a better understanding of the educational and life experiences of these transfer students.

Contact Person: Carol Mosher, Associate Professor
Jefferson Community College
Louisville, KY 40202
Phone: (502) 584-0181 ext. 2250

UK

BEST COPY AVAILABLE

Developing Critical Thinkers in a Freshman Program

John Chaffee, Ph.D.
Director, NY Center for Critical Thinking and Language Learning

Many students entering colleges and universities are plagued by high failure rates and rapid attrition, in part because they lack the thinking abilities and critical attitudes required to successfully adapt to the college environment and negotiate rigorous college courses. This session will explore a nationally recognized program in critical thinking and critical literacy which involves over 30 faculty and 1250 students annually. The cornerstone of the program is *Critical Thinking Skills*, an interdisciplinary course specifically designed to help freshman students develop a foundation of thinking, language, an problem-solving abilities needed for academic and career success.

The LaGuardia program rests on the conviction that sophisticated thinking abilities and complex language abilities are best developed through a process of synthesis, giving students the means to clarify and make sense of themselves and the world in which they live. When thinking and language abilities are taught within a context of self-awareness and personal growth on the part of students, the result is accelerated skills development and improved attitudes towards education. For example, students enrolled in the LaGuardia program have consistently doubled the school-wide pass rate on standardized language examinations, and exhibited a significantly higher rate of retention.

These efforts have been supported by a four-year grant from The National Endowment for the Humanities, designed to integrate critical thinking abilities and attitudes across the freshman curriculum. The program has been cited by NEH as "An enlightened approach to undergraduate instruction," and evaluated by The Educational Testing Service as "A mature educational program which has succeeded with a wide spectrum of students." Evaluators report that students in the program learn to think more critically, apply these developing abilities to their own lives, and use these abilities to improve performance throughout college study.

In addition to reviewing the structure, theoretical perspective, and evaluative results of the program, this session will also emphasize practical approaches for teaching critical thinking and problem-solving abilities. Workshop participants will actively explore strategies for fostering critical thinking in both skills and content courses; assess the level of critical thinking evidenced in sample curricular materials; and engage in critical thinking activities that can be applied to teaching their courses. Participants will also analyze excerpts of a provocative critical thinking videotape, *Thinking Towards Decisions*.

Dr. John Chaffee
Director, NY Center for Critical Thinking and Language Learning
LaGuardia College, The City University of New York

NEW YORK OFFICE LaGuardia College, The City University of New York (718) 482-5699
Room E202A, 31-10 Thomson Ave., Long Island City, NY 11101 fax: (718) 482-5599

NATIONAL OFFICE 4655 Sonoma Mountain Road, Santa Rosa, CA 95404 (707) 546-0629 fax: (707) 546-4718

Fiorello H. LaGuardia Community College THE CITY UNIVERSITY OF NEW YORK
31-10 THOMSON AVENUE, LONG ISLAND CITY, N.Y. 11101 · Telephone (718) 482-7200

Title: *COPE: A New Student College Experience for AFDC Recipients*

Presenter: *Dr. Audrey Harrigan-Lamont, Professor*
COPE Director

The Family Support Act of 1988 through its Job Opportunities and Basic Skills (JOBS) training component mandated state provision of a broad range of basic education, skills training, and employment activities targeted to recipients of Aid to Families with Dependent Children (AFDC). This act also permitted states to approve post-secondary education as a JOBS training activity.

In response to this mandate, the City University of New York (CUNY) implemented the College Opportunity to Prepare for Employment (COPE) program. The COPE program at LaGuardia Community College has been cited as CUNY'S model program both for its educational component and its support services. LaGuardia's COPE students have significantly higher GPAs and progress rates than non-COPE students.

This session will give a descriptive overview of LaGuardia's COPE program with special focus on the following:

1) *faculty development*
2) *instructional framework of the first Immersion Semester based on learning communities and collaborative learning, as well as initiatives that carry-over into Post-Immersion Semesters,*
3) *extensive academic and counseling support services,*
4) *academic progress and graduation rates, and*
5) *success of its job placement component.*

The presentation will also profile several graduates of the COPE program in an effort to dispel negative stereotypes about AFDC recipients, their college abilities, and employment opportunities.

Contact Person: Dr. Audrey Harrigan-Lamont
LaGuardia Community College
31-10 Thomson Avenue
Long Island City, NY 11101 81
TEL: (718) 482-5479 FAX: (718) 482-5443

LOCK
HAVEN
UNIVERSITY

TITLE: Developing Student Skills and Effort Within the Traditional General Education Course

PRESENTER: James T Knauer
Professor of Political Science
Lock Haven University
Lock Haven, PA 17745
717-893-2491
JKNAUER@EAGLE.LHUP.EDU

ABSTRACT:

The majority of freshmen I encounter in American National Government, the general education course I teach every semester, are not just unprepared for college-level work; the situation is worse than that. Much of their high school experience has trained them into attitudes and behaviors which virtually guarantee failure when they confront genuinely college-level tasks and standards.

Two factors more than any others will determine whether students succeed or fail: 1) the quality of the learning strategies they employ and 2) the amount of time they commit to academic work. What students do outside the classroom will have much more impact on their success or failure than the quality of instruction. Or, more accurately, instruction will have a significant impact on the performance of these students only if it changes what they do outside the classroom.

Efforts to improve student learning strategies have taken a variety of forms. While some positive results have been demonstrated for stand-alone courses, many (myself included) are convinced that integrating skills instruction into regular general education courses is more effective.

Students typically spend 25 hours per week, including attending classes, on academic work. Many spend less. Significant improvement in performance, especially for poorly prepared students, requires that this figure be boosted to a minimum of 40 hours. Since few students want to work longer hours, efforts to improve performance which ignore this uncomfortable problem are doomed to very marginal success at best.

Eight years ago I offered an additional hour of skills instruction for poorly prepared freshmen enrolled in my American Government course. The skills instruction used the required materials for

the American Government course and focused on the course assignments. Transcript analysis of the performance of these students after three semesters showed them to be significantly superior, in terms of both grade point average and persistence in school, when compared with similarly qualified students receiving other special treatment.

As a direct result of that experience, I have transformed my American Government course by restructuring assignments and changing classroom activities in order to integrate skills instruction and practice into the student learning of the course material. I believe I have succeeded in accomplishing the two objectives crucial to improving the academic performance of college freshmen: 1) providing step-by-step instruction and guided practice in learning strategies integral to the course content, 2). getting students to work twice as hard as they ordinarily would for a general education course.

This year my university has begun a professional development process that provides a few faculty each semester the opportunity to develop and teach a fourth hour of skills instruction for students enrolled in their general education courses. By rotating the opportunity over a period of years, we hope to accomplish a critical professional development objective, helping faculty learn how better to integrate skills development into their general education courses.

Restructuring required general education courses so that they change what students do, I am convinced, is the most promising approach to improving the quality of undergraduate education. Any institution which can accomplish this in a substantial proportion of its required general education courses can transform the freshmen year experience.

The workshop will focus on the nuts and bolts of course organization for skills development and increased effort-- informal writing to think, classroom activities, testing and re-testing methods, grading policies, and developmentally sequenced examinations. These methods are readily applicable to any general education course in the social sciences or humanities, and they are adaptable to other areas.

LONGWOOD

201 High Street, Farmville, Virginia 23909

WHEN YOU CAN'T DO IT ALL: EFFECTIVELY MANAGING A ONE-CREDIT FRESHMAN SEMINAR

Presenters: MaryKaye Benton Cochran
Student Development Educator for New Student Programs
Co-Director, Longwood Seminar

Melinda I. Fowlkes
Assistant Professor of Business
Co-Director, Longwood Seminar

In an effort to fulfill its mission, Longwood College created a one-credit required seminar for all freshmen in 1987. The mission states: "Longwood is dedicated to the total education of its students and seeks to provide an atmosphere supportive of individual development." Longwood's six student development goals which address intellectual, social and personal areas have also helped shape the purpose of the freshman seminar. For the past nine years, the Longwood Seminar has had as its objectives to help students: 1) make an academic and a social adjustment to college; 2) improve academic competence; 3) become involved in their college experience; and 4) build a strong positive relationship with an advisor.

The course is directed by one professor and one student affairs staff member. The co-director model has served to guide the program since its inception. The current topics being covered focus on promoting academic success and managing the transition from high school to college. As the course is trying to meet a wide variety of student needs, we look to College values, such as community, involvement, and personal development, to guide our choices concerning course topics. Every spring, an advisory committee consisting of faculty and staff review the course content and make revisions for the following year. In this way, the course is continually evolving and changing to meet the needs of our new students.

A one-credit course is limited realistically in what it is possible to cover. We have learned to be creative in "expanding" the course in order to incorporate additional material within the twelve-week time period. Some features that have worked well for us are a summer reading and writing assignment, class trips to campus resources, and out-of-class requirements, such as community service and attending different types of campus events. We have also been using a customized textbook which has better met the needs of our campus-specific seminar class.

Managing a freshman seminar, especially long-term, is not without its challenges and opportunities. We constantly have to remind ourselves that we "can't do it all." We also have to guard against the Longwood Seminar being used as a place to "fix" everything regarding freshmen and/or a time to "dump" things on the entire freshman class. We have found, however, that despite of these potential pitfalls, that our values and beliefs concerning students' learning and development guide us well as we seek to promote new student success at Longwood.

Contact: MaryKaye B. Cochran
Office of Student Development
Longwood College
201 High Street
Farmville, VA 23909
(804) 395-2416
e-mail: mcochran@lwcvm1.lwc.edu

LOYOLA
UNIVERSITY
CHICAGO

Office of the President

Water Tower Campus
820 North Michigan Avenue
Chicago, Illinois 60611
Telephone: (312) 915-6400
Fax: (312) 915-6414

The Loyola Freshman Experience:
Recruitment, Registration & Results

Steven R. DiSalvo
Executive Assistant to the President

The Loyola Freshman Experience offers one of the most comprehensive programs for first year students in the country. Innovative techniques such as Personalized Room Selection, Digitized ID Photos and an On-Line World Wide Web Photo Directory help to increase the level of communication between students and faculty members. A Cultural Events Program allows groups of students to attend theater, symphony and opera performances all for the price of a movie ticket! And each group invites a faculty or staff person to join them! All freshman are linked via Email, a vehicle for announcing important academic information, social "chatting" with your friends or working on assignments with your professor.

All freshman are invited to attend an overnight Summer Registration Program which focuses on academic advising. Freshman Seminars are offered in various subject areas in all four of the universities undergraduate colleges. Some courses are "linked" through registration so that the same set of students are enrolled in two or three classes together. Social programs such as Common Meals, Speakers Corner and Sunday Brunch all help to foster the growth of the community. A Peer Advising Program assists students at both ends of the spectrum: those having academic difficulties and those with very high expectations. Individual attention, a hallmark of Jesuit education, is the basis for the program's success.

Assessment mechanisms have been established to evaluate various aspects of the program. A survey is conducted during the Summer Registration Program in order to compare student expectations with actual performance. Subsequent surveys and focus groups are then evaluated and cross referenced with the initial data set. Attendance is also monitored for each event so that any correlations between participation and academic performance can be tracked. Initial results indicate a 5% increase in retention and a 7% increase in enrollment.

Marietta College
Chartered in 1835

Title: "Watch for the minefields"

Presenters: William C. Hartel, Professor of History and Co-Director of Freshman Year, Marietta College; and Fred Voner, Associate Professor of Geology and Co-Director of Freshman Year, Marietta College.

The mandatory College Experience Seminar for all first year students at Marietta College is one that attempts to balance concern for both the cognitive and affective needs of the students. The presenters will share their Freshman Seminar experiences over the last fifteen years. The particular issues to be discussed are (1) the use of the Freshman seminar to solve all current institutional retention problems; (2) who should and who should not probably teach such a course; (3) the seminar as a means to address all perceived Freshman needs and/or concerns; (4) who should and how should evaluations be done; and (5) who should take ownership of the seminar.

Marietta, Ohio 45750-4031 • 614 / 373-4643

MARSHALL UNIVERSITY
College of Business
Office of the Dean
400 Hal Greer Boulevard
Huntington, West Virginia 25755-2300
304/696-2314

FRESHMEN COURSES

HOW TO BALANCE LARGE SECTIONS WITH THE NEED FOR PERSONAL ATTENTION

LORRAINE P. ANDERSON

Professors who teach freshman and sophomore level courses are often caught in a dilemma. On one hand the administration is pushing hard to improve productivity and increase Semester Credit Hours. That often means large sections which tend to be impersonal and lend themselves best to the lecture style of teaching. This directly contradicts much of the current thought on how we should treat our freshmen to improve retention efforts. The emphasis today is on varied teaching styles and personal interaction between the professor and the student.

In the Fall 1994 semester I developed a freshman level "Introduction to Business" course that seems to balance both the productivity objective as well as the smaller class size objective. I teach two sections of 51 students each. The course meets twice a week on Tuesdays and Thursdays. On Tuesdays I lecture on a key concept that I believe fits in well with the course objectives. On Thursdays the 51 people who met together on Tuesday are divided into three sections of 17 people each.

Thursdays are designated "seminar days." Each seminar is headed by an Undergraduate Assistant. On Thursdays the students will do small group work, case studies, assignments or have the opportunity to discuss the material covered in class.

One of the key objectives for the course is to have the students grow more comfortable with public speaking. It is far less intimidating to speak in front of 17 people whom you know than 51 whom you don't. Many times during the semester the students are asked to speak in seminars to build their confidence level.

The Undergraduate Assistants are seniors or rising seniors pursuing undergraduate degrees in the College of Business. They are excellent role models for the freshmen. Through this class and others I have worked with both Undergraduate Assistants and Graduate Assistants. I have not found a significant performance difference between the two. The Undergraduate Assistants have all found this experience to be advantageous for them as well. Coordinating the seminars allows the

A STATE UNIVERSITY OF WEST VIRGINIA
AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Undergraduate Assistants to assume a leadership role and share their college experience with underclassmen.

The advantages of hiring Undergraduate Assistants are too innumerable for me to list. My primary role as an administrator in the College of Business requires the bulk of my time. I could never teach 102 students each semester without the help of Undergraduate Assistants. They are very involved in the time consuming tasks of record keeping and assist with grading as well. We meet weekly to discuss the syllabus and review the objectives for each semester. I value their opinions. As current undergraduate students themselves, they offer me an insight into what the course should include, that I would not have without their input.

The cost of employing Undergraduate Assistants is minimal. We hire three each semester at $4.25 per hour. We do not currently give tuition waivers. I have been very fortunate to carry over the assistants for consecutive semesters until they graduate. This significantly reduces the training time involved and adds continuity from semester to semester.

Overall I am thrilled with the structure of my freshmen classes. The students are very complimentary as well. The student evaluations are generally quite high. A colleague recently told me that I have turned one of the most hated classes in the university into one that is well-liked by business majors as well as non-business majors. I feel that this type of course structure may benefit others as it has the College of Business at Marshall University. I would be pleased to discuss this topic in a poster session of the 15th Annual Freshmen Year Experience Conference.

MARYMOUNT COLLEGE TARRYTOWN
100 MARYMOUNT AVENUE, TARRYTOWN, NEW YORK 10591-3796 (914)631-3200

PARENTS OF COLLEGE FRESHMEN: INVISIBLE ALLIES

PRESENTERS:

John D. Lawry, Chair, Prof. of Psychology, Marymount College
Cathie Hatch, Asst. Dir. of Admissions, Bemidji St. U.
Irene Honey, Dir. of FYE, University of Colorado @ Boulder
Suzie Kellett, mother of 20 year-old quadruplets (juniors)

This presentation will be a panel discussion among college professionals/parents and other parents of college students.

Too often parents of college students are perceived by college officials as "invisible" if not nuisances in the education of their own children. The purpose of this presentation will be to show that this is an extremely unenlightened point of view and that indeed with the right approach, parents can become important "allies" in providing students with a healthy and successful passage through the freshman year. The panelists will speak personally on how their children transitioned the first year and some will speak professionally on what they have done to develop support systems for students which include parents.

Marymount
Manhattan
College

221 East 71st Street
New York, NY 10021-4597
(212) 517-0400
Fax: (212) 517-0413

Diversity and "Common Ground": The First-Year Student Seminar at Marymount Manhattan College

Stephen S. Greenfeld, Ph.D
Diana Nash, B.A.

Orientation seminars for first-year students play a major role in enrollment management. "Common Ground," the first-year seminar at Marymount Manhattan College, presents the challenge of accommodating the varied interests and needs of a highly diverse student population in order to improve retention and increase student success. Marymount Manhattan College is an urban campus that enrolls returning adults as well as traditional age students, international students, transfer students, part-timers, and a sizable group living in dormitories. For this diverse population, the "Common Ground" seminar covers a wide variety of topics, ranging between time management, study skills, library use, curricular requirements, and stress reduction.

Needless to say, the topics covered are not of equal importance to each student group, and thus several course types are offered, tailored to meet the students' specific needs. Case studies will be provided to give an overview of the differing teaching strategies used for each group -- returning adult,

international, traditional age, and dormitory students. All instructors are provided with significant background information about each of their enrollees to better prepare them to address the students' specific needs within the diverse groups. An innovation of the seminar, the students choose their next semester's program with the Common Ground instructor, someone with whom she or he has already established a rapport during the course of the semester, rather than with a faculty member for a single twenty minute session. Moreover, advisement issues seem less overwhelming when covered in several sessions, providing greater attention to the students' development of an academic program. Instructors receive reports of the placement test results and admissions status (conditionally accepted, etc.) for all of their students, as well as any academic difficulty they had during the semester. If necessary, the instructor can then recommend a reduced or easier course load for the next semester, serving each student at the appropriate level of her or his academic background during the crucial first semester.

To assess the success of Common Ground, we determine if the students' first and second semester grade point averages are correlated with their attendance of and satisfaction with the seminar, ascertained by means of course evaluation forms and follow-up meetings. This data is then segregated by student type (returning adult, traditional age, etc.) and major field of study.

Brockton: (508)588-9100 Canton: (617)821-2222

The Commonwealth of Massachusetts

Massasoit Community College

One Massasoit Boulevard, Brockton, Massachusetts 02402
900 Randolph Street, Canton, Massachusetts 02021

What Are Gay People For?

by Prof. Ed LeMay & Prof. Kenn Anania

"I think homosexuals should be beaten up and thrown in jail."
"God hates homosexuals." & "I'm Catholic; we'll never accept homosexuality."

These are three of the negative comments received on evaluations of a workshop that presents a model for forming a gay/straight alliance on your campus. Comments like these reveal the need to do more to increase sensitivity to civil rights for students, faculty, and administrators who are gay, lesbian or bisexual. The majority of participants report that they learn about themselves and the college community from our presentation. Participants also begin to recognize the contribution a gay/straight alliance could make to student life at their college.

The workshop is a multimedia event which also describes how to start a gay/straight alliance. It includes video clips, posters, read-arounds (personal testimony), overheads, and music. You participate by reading read-arounds and by generating epithets applied to gay men. A few printable epithets: fag, queer, queen, pansy, fairy, homo, and pinkie.

Ken begins by telling a story about the Gay/Straight Alliance at Massasoit that stresses the value of straight support for equal rights for gays and lesbians. Ed, a member of The Massachusetts Governor's Commission on Gay and Lesbian Youth, tells a personal story that helps to define the gay experience.

This story leads to a definition of homophobia, the fear, anxiety, embarrassment about or hatred of gays, lesbians or bisexuals. Heterosexism, on the other hand, assumes that straights are not only better than gays, but that straight is the only way to be. These heterosexist assumptions are also held by gays, lesbians and bisexuals. These assumptions cause minorities to view their identities as bizarre and to behave in ways that are hurtful and dishonest to themselves.

Next we cover misconceptions about homosexuality. One stereotype assumes all homosexual men are effeminate and they are easily identified. A similar assumes lesbians are butch or masculine. In fact, if you attend a gay event in your community, you will see men and women who look like your students, others who look like the people you work side by side with on your campus every day.

Myths like these get in the way of productive, positive gay/straight relationships. They also inhibit friendships among straight people of the same

gender. Students and other people put a lid on their friendships when they are fearful that sincere interpersonal caring may be misinterpreted as same sex attraction. Myths intending to put down gays and lesbians bite the dominant group that perpetuates them. We include a quote from Frederick Douglass, slave abolitionist, 1883. "No person can put a chain about the ankle of another without at last finding the other end fastened about his own neck."

We point out that some parents fear homosexuality and hope to raise only straight kids. As homosexuality like heterosexuality has multiple causes, and what causes homosexuality is not defined, these parents lose their homosexual kids. One out of four of these parents kicks their gay kids out of the house Many other gays and lesbians never come out (identify themselves as gay or lesbian) to their family they just move away. Some commit suicide.

The workshop continues with video tape and read-arounds. Some of the testimony concerns the risk of suicide. A study by The U.S. Department of Health and Human Services (1989) notes that gay youth are 2 to 3 times more likely to attempt suicide than other young people. And 500,000 youths attempt suicide each year. Gay and lesbian youth may comprise up to 30 percent of the estimated 5,000 completed youth suicides annually. Other studies confirm these figures.

In a recent magazine article, Greg Louganis, the Olympic gold-winning diver, explained how his homosexual orientation caused him to consider suicide. "I don't look at suicide like other people look at suicide, I think a person can die of sadness. It wasn't that I would be taking my own life. It's just that I would have died of sadness."

Other quotes come from testimony sent to The Massachusetts Governor's Commission on Gay and Lesbian Youth. Mary Griffith had been a Christian Fundamentalist and mother of a young gay man who committed suicide. She said "We never thought of a gay person as an equal, lovable, and valuable part of God's creation. What a travesty of God's unconditional love. Had I viewed my son's life with a pure heart, I would have recognized him as a tender spirit in God's eyes."

Ruth, whose lesbian daughter killed herself, blames society's ignorance for her daughter's suicide. "A wonderful child, with an incredible mind, is gone because our society can't accept people who are 'different' from the norm. What an awful waste. . . . . this terrible tragedy will continue to repeat itself and someday it may be your wonderful child who is gone forever."

This workshop which examines gay/straight alliances, myths, and youth suicide also addresses oppression. We invite participants to point out similarities and differences between heterosexism and racism or sexism. Finally the workshop covers recommendations and specific suggestions to address pre judgments about gay people on your campus. You are invited to request copies of our reports including "Making Colleges and Universities Safe for Gay and Lesbian Youth" from Ed LeMay, The Governor's Commission on Gay and Lesbian Youth, State House, Room 111, Boston, MA 02133, 617/727-3600 X 327.

We invite you to attend our workshop. Give us an opportunity to respond to your concerns, comments and suggestions. If we continue to judge based on half truths, we all lose, and will lose many we love.

Metropolitan State College of Denver

Department of English

Feverish and Fiery Discussions — An Experiential Demonstration

Renee Ruderman, Coordinator, First-Year Program

I have chosen "discussion" as the focus of my interactive presentation mainly because few of us spend enough time thinking about the potential and possibilities for learning within the context of oral communication. The First-Year Seminar is an ideal setting in which to utilize discussion. Active, often feverish and fiery discussions can engage and empower students in issues, forcing them to "put themselves on the line," to "put their money where their mouths are..." However, such practices often feel risky or even dangerous to the teacher/facilitator who feels she/he must keep order and control in the classroom. These are also difficult political times when what we say, do and express in a variety of creative ways, can be used against us through a vast array of political agendas and policies including those of the Far Right, the Far Left, the Militias, the Conservative Movements and p.c. squadrons in this country. As educators we must be open to, even vulnerable to, evolving our pedagogies, to learning from one another, to moving against barriers, including anger, narrow-mindedness, mean-spiritedness and institutional biases toward inclusive perspectives and a true community of learners. One of the ways of moving toward cultural diversity in a nation that is inevitably moving in that direction is through feverish and fiery discussions which welcome dissent, value differences and celebrate the struggle of those who constitute our nation.

One of the sections in the text, Rereading America,Columbo, Cullen and Lisle, examines "The Myth of the Melting Pot." Within that section I discuss stereotypes, prejudice, discrimination, and racism. A term which is subsumed in this section but actually transgresses all of the issues which we discuss in the First-Year Seminar is Dehumanization. After we view the film, Faces of the Enemy , I give them a list of study questions which they respond to as a homework assignment. We then discuss the film and their written responses to the study questions in the next class session. For purposes of this session and also because we do not have time to see the film, I will focus on three of the questions from this sheet: questions 5,6 and 7.

I will give you time to reflect, to freewrite and to write your responses to questions 5,6 and 7.

These three questions often provoke and or evoke, some very emotional responses from students. What do you do if students get angry, emotional, defensive, argumentative or even hostile, with one another and/or you?

Campus Box 32
P.O. Box 173362
Denver, Colorado 80217-3362
Office: (303) 556-3211

Health, Physical Education, Recreation, and Safety

P.O. Box 96
Middle Tennessee State University
Murfreesboro, Tennessee 37132
(615) 898-2811

FYE Goes to Saturn

Doug Winborn

Saturn Corporation, a division of General Motors, has made major strides in improvement in the automotive industry through product innovation and management methods. A goal at Saturn is to improve product quality through improvement of the people charged with production responsibilities. To facilitate this improvement of people, Saturn Corporation has implemented an employee assistance plan whereby persons employed at Saturn may pursue college degrees at minimal expense so long as the course of study results in a degree which can be directly applied to the recipient's current position or a position of aspiration at Saturn. Many of the courses to accomplish these goals have been offered through Middle Tennessee State University, particularly graduate courses in business, management and industrial studies. However, a number of Saturn employees who had begun an undergraduate program without completing, or had never attended college but had the desire to do so. These people also had reservations as to the feasibility of pursuing a degree with concerns that ranged from time management issues to whether they were capable of college work. In a cooperative effort through the division of Continuing Studies and the office of the Provost/Vice President of Academic Affairs, University 101 Freshman Seminar was offered to Saturn employees. Sixteen students from Saturn participated in the course. The purpose of this session is to present the progrtam offered to Saturn, describe the unique nature of the Saturn experience, expand the base of UNIV 101 to include non-traditional students and consider other settings where UNIV 101 can be of benefit.

MTSU is an equal opportunity, non-racially identifiable, educational institution that does not discriminate against individuals with disabilities.

MILWAUKEE SCHOOL OF ENGINEERING
1025 North Broadway
Milwaukee, Wisconsin
53202-3109
(414) 277-7300

MSOE

Presentation Title: "Financial Aid, Interpersonal Communication, and Student Persistence"

Presenter: Richard G. Shrubb, Ph.D., M.B.A.
Assistant Professor
Milwaukee School of Engineering

This session discusses the results of a 1992 study that measured the relationship between student financial aid and undergraduate persistence at the University of Southern Mississippi. Discussion will revolve around how educators can better interact with students on a personal level to encourage student persistence.

The study begins in the fall semester of 1986 and ends in the spring of 1992; 250 students are included in the study. Four types of financial aid (scholarships, loans, grants, and work study) are juxtaposed with student characteristics (gender, race, age, cumulative g.p.a., and whether or not the student graduated within the six-year period). The study applies multiple linear regression to the data four times, each time using the graduation variable differently (graduation as an equal variable, only students

MILWAUKEE SCHOOL OF ENGINEERING
1025 North Broadway
Milwaukee, Wisconsin
53202-3109
(414) 277-7300

MSOE

who graduated, only students who did not graduate, and without the graduation variable).

The results of the study will remain a secret until the delivery of the session.

Mississippi State UNIVERSITY

Department of Psychology
P.O. Drawer 6161
Mississippi State, MS 39762-6161
Telephone: (601) 325-3202
Fax: (601) 325-7212

The Franchised Freshman Seminar: Things That Will Work and Models That Will Fly On Any Campus

Thomas G. Carskadon
Professor of Psychology
and Editor/Publisher,
Journal of Psychological Type

Nancy G. McCarley
Lecturer in Psychology
and Associate Editor,
Journal of Psychological Type

Nine years of experiments at Mississippi State University have identified course elements and teaching techniques that create successful freshman seminars; they work equally well in University 101-style courses, academic core courses, or any of several other models, including a freshman cultural diversity seminar. The magic of a successful freshman seminar is in the teaching *method,* not the course itself; thus there are multiple, viable options for providing a freshman seminar experience on virtually any campus..

Our first experiences were with University 101-style courses. Many of our experiments have been with General Psychology classes, aimed either at Psychology majors or at students from across the university fulfilling their academic core. Our most recent work has been in developing a freshman cultural diversity seminar. The focus of this presentation, however, is not on methods of teaching psychology or cultural diversity per se, but on identifying "exportable" elements of successful freshman seminars, which can be incorporated into a variety of courses available to freshmen.

In our experience, the following are among the necessary or highly desirable elements --*things that work*--across all of our models for special freshman courses:

Enthusiastic, caring teachers. Excellent teachers who *want* to teach a course like this provide the excitement that fuels it. Suggestions for recruiting, training, and using such teachers are made.

Relatively small, informal, discussion oriented classes. Setting aside the lecture notes may be a challenge to some faculty, but the results are worth the effort, and student response to switching to a largely discussion class format is very positive. Useful methods for establishing appropriate discussion are shared, along with what we have found to be the optimum mix of discussion, lecture, and other formats.

Outside readings. These are necessary to ensure content coverage and prepare students for discussions, but students are remarkably willing to take on such assignments in order to have discussion oriented classes. General characteristics of such readings are suggested, and ones that have worked for us will be shared.

Frequent feedback. For freshmen particularly, a month or two can be an eternity

when it comes to academic development. Frequent feedback is necessary to shape and reinforce effective student strategies. Systems we have found useful are described.

Frequent writing. Even highly talented students are likely to need extensive practice in writing, especially to master and use good grammar. Some simple, effective methods that can be used by faculty outside of English departments are shared.

Demanding but enjoyable content. Students need to be challenged to produce significant learning and develop serious study skills. There is no need for freshman seminars to require less work than other courses, and in fact there are many reasons why such courses should require just as much work or more. If the content is made exciting, student response to the course is still highly positive, and students learn to take pride in their achievements. Methods of accomplishing this are suggested.

Creative assignments. A number of specific assignments are sampled and shared, ones which we have found to be virtually "sure fire" in terms of value and student response. Most of these can be used in a variety of courses.

Journaling. Having students keep journals of one sort or another provides writing practice, gives students a place to deal both with issues related to the class and with issues in their own lives, and alerts professors to developing situations where intervention of an academic or personal sort may be needed. Journaling is an extremely powerful tool, and specific options for structuring it are shared.

Creating awareness of, and successful referral to, various helping services and agencies on campus. Specific methods which can be applied to any course are suggested.

Emphases on cultural diversity; on cultural literacy; on personal, present day, real world applications of course principles; and on critical and interdisciplinary thinking. This covers a great deal of ground, but certain techniques and approaches are usable in a wide range of courses, and these methods are specifically described.

Parent contact. While it is not a *necessary* element for the success of the course, we have found faculty-parent contact to be powerful and gratifying from a number of standpoints, and we have rapidly become "believers" in bringing freshman parents into the picture in appropriate ways. A detailed program for parent contact is shared.

Relative pros and cons of traditional freshman seminars vs. those incorporated into existing core courses and other models are discussed, based on our experience with each The traditional freshman seminar can be immensely valuable; but when for reasons of economy or campus politics this may not be feasible, the use of other courses to accomplish many of the same goals can be a very satisfying alternative that can also maximize "bang for the buck." This work suggests ways of extending valuable teaching techniques into upper level courses, as well. Most times, what's good for freshmen is also good for all.

* * *

Contact: Dr. Tom Carskadon
Dept. of Psychology, Box 6161
Mississippi State University
Mississippi State, MS 39762
(601) 325-7655

Mississippi State UNIVERSITY

Department of Psychology
P.O. Drawer 6161
Mississippi State, MS 39762-6161
Telephone: (601) 325-3202
Fax: (601) 325-7212

Psychological Type for Students and Teachers: Using the Myers-Briggs Type Indicator in Freshman Seminars and Beyond

Nancy G. McCarley
Lecturer in Psychology
and Associate Editor,
Journal of Psychological Type

Thomas G. Carskadon
Professor of Psychology
and Editor/Publisher,
Journal of Psychological Type

The Myers-Briggs Type Indicator (MBTI) is now the most widely used personality test for normal individuals; by conservative estimate, there are over three million administrations each year. As a measure of psychological type, the MBTI gives clear, easily understood results that are non-pejorative in nature and that have useful implications for a great many aspects of academic and personal life; perhaps for this reason, its use in colleges and universities is increasingly widespread. When advantageously presented, psychological type is a very popular and useful topic for University 101 courses--and many others, as well. The brief workshop abstracted here introduces participants to the MBTI, describing and modeling some of the most effective ways of presenting psychological type to classes and individuals, and detailing various applications of psychological type with college students.

The following are included in the presentation:

History and purpose of the MBTI. This test was developed over several decades by a unique and indomitable woman of authentic genius--a woman who had no formal training in psychology, who worked during a time when even women with impeccable credentials had difficulty being taken seriously. Her vision, however, prevailed and endured.

Understanding and teaching the four MBTI scales. There are many ways to present and demonstrate the basic preferences which combine to form psychological types. Our favorite methods are modeled here.

Specific uses of the MBTI in University 101 and other courses. Besides being an interesting topic in its own right, psychological type has a number of uses in University 101 courses and in faculty training. These are specifically described.

Psychological type and relationships. This is a lively application of psychological type, and a very useful one, since most couples are "mismatched" on one or more dimensions of the MBTI.

Psychological type and teaching/learning styles. Many of our courses are set up to favor a particular combination of type preferences, and unwittingly leave a majority of our students uncomfortable and at a disadvantage. Ways of teaching that take *all* types into account are described.

Using the MBTI in major/career search. There is a wealth of data that can be used in guiding students in these critical decisions. This is an area of frequent *mis*application of psychological type, and methods based on sound research and ethics are emphasized.

Communicating and problem-solving with different types. Because their psychological attitudes and functions are so different, communication and problem-solving styles of different types are quite distinctive. Specific strategies for communicating most effectively with different types are suggested.

Research in psychological type. There have been over 5000 studies involving the MBTI in such fields as psychology, education, business/management/organizational development, communication, counseling, and religion. Selected "research tidbits" of particular interest are briefly touched on.

Resources. Available resources in the area of psychological type and the MBTI now number in the hundreds. A compilation of some of the most useful of these for persons with different areas of interest and/or levels of knowledge is made available.

* * *

Contact: Dr. Nancy G. McCarley
Dept. of Psychology, Box 6161
Mississippi State University
Mississippi State, MS 39762
(601) 325-3202

* * *

MISSISSIPPI UNIVERSITY FOR WOMEN
Columbus, MS 39701

Division of Humanities
Painter Hall
Box W-1634
(601) 329-7386
English • History • Political Science • Geography
Foreign Languages • Philosophy and Religion • Paralegal

FORGING A LINK BETWEEN ACADEMIC AFFAIRS AND STUDENT DEVELOPMENT

Bridget Smith Pieschel, Director of General Studies
Angelia Knight, Director of Counseling and Career Services

MISSISSIPPI UNIVERSITY FOR WOMEN has been extremely successful in connecting academic advising to the Freshman Year Experience, and a recent FIPSE grant has given us the opportunity to make the link even stronger. Two years ago, in an effort to reduce section size by recruiting more faculty to teach our UN 101 course, Academic Affairs assigned each member of the faculty Advising Corps (specially trained faculty from every academic area on campus) a UN 101 section. Since the UN 101 program was directed by the Division of Student Development, the two areas, academics and student development, immediately began efforts to plan how they would create a successful partnership. During the summer before the new program was to begin, the Director of Summer Advising channeled first-time students into appropriate UN 101 sections. When possible, students with the same majors were assigned the same sections. For example, there were special sections for the Nursing majors, Fine Arts majors, Business majors, Science and Math majors, etc., and also special sections for Honors Program students, for Undeclared students, and for Non-traditional students. Since all first-time MUW students entering the university with fewer than twelve hours are required to take UN 101, these sections comprised relatively the entire first-year class of 1994. With seventeen sections, average class size was eighteen students.

Now in its second year, this system is ideal for tracking and monitoring retention, the major goal of our 1995 FIPSE grant. FIPSE is helping fund MUW's efforts to track the first-year classes of '95, '96, and '97 through to their graduation years. The UN 101 faculty/Advising Corps act as supplemental academic advisors for each of their freshman seminar students, making sure all of them are comfortable with their class schedules and that all of them pre-register for the next semester. To facilitate pre-registration, the UN 101 faculty also staff the new MUW Computer Advising Center, which is open all day, five days a week, two nights a week, and on Saturdays (during the three week pre-registration period each semester).

In the summer before the fall semester, the Division of Student Development trains special student Orientation Leaders (OL) who are then assigned to freshmen

orientation groups which will later become UN 101 sections. During orientation, the week before fall semester begins, the new students spend at least two hours each day together in meetings or at social functions with their Orientation Leaders, developing a close bond with these upper-level students and with each other. On Sunday afternoon before the beginning of classes, the orientation sections meet for the first time with their UN 101 faculty instructors in a get-acquainted session. Although the faculty member takes over the leadership of the class at this point, the Orientation Leaders continue to meet with the sections throughout the entire fall semester as student assistants. Therefore, before the actual class even begins, the students already have a teacher/advisor and a student/advocate on whom to call for advice and academic support. On Monday before classes begin, the Division of Student Development administers the College Student Inventory, which is funded by FIPSE, to all first-year students who had not yet taken it at the summer orientation sessions. The results of this inventory are then sent to the UN 101 faculty who schedule individual conferences to discuss the implications of the test results. After the conference, the faculty member completes a "CSI Contact Report" which is sent to the Retention Coordinator in Student Development. This system is designed to provide weekly contact for the student, the faculty member, and the student development staff member, plus provide written documentation of student response to faculty contacts. It also provides a mechanism for early academic and student support interventions for students identified as at-risk. At-risk students are immediately referred to the Director of Academic Support Services who contacts them by phone to mention the free tutors available for core classes.

In our presentation we will describe the many connections MUW has made between Academic Affairs and Student Development. We will also explain our efforts to make best use of the FIPSE grant to document whether or not our system helps in the retention of students. We will provide several useful handouts to illustrate our efforts to retain students and make them part of the MUW community of learning. These handouts include a syllabus which is a joint project of the Advising Corps and Student Development staff, a special unit on MUW's history, two original scripts illustrating gender-stereotyping, and information on MUW's "W Angels," a Student Development brainchild which coordinates the required community service component of our UN 101. We will also provide for display our specially designed UN 101 faculty t-shirts, our UN 101 posters, and our UN 101 notepads, which provide wonderful on-campus publicity for our UN 101 course.

Contact Person: Bridget Smith Pieschel, Ph.D.
Division of Humanities
Painter Hall
Box W-1634
Columbus, Mississippi 39701
(601) 241-7470

MISSOURI
BAPTIST COLLEGE

Collegiate Seminar: Squeezing a Big Package into a Small Box

Presenters: **Roberta L. Ross-Fisher, Ph.D.**
Mary Ann Conaway, Ph.D.

Contact Person:

Roberta L. Ross-Fisher, Ph.D.
Director of Freshman Year Experience
Missouri Baptist College
One College Park Drive
St. Louis, Missouri 63141
(314) 434-1115 ext. 2331

Abstract

For many individuals, beginning college is very much like entering kindergarten; they commonly experience feelings of wonder, excitement, dread, anxiety, confusion, and a myriad of other emotions. A large number of students are away from their families and familiar surroundings for the first time in their lives. They look forward to making new friends, yet sometimes lack the skills and understanding to positively interact with diverse groups. They have reached a critical time in their lives when they begin to move

Missouri Baptist College • One College Park Drive • St. Louis, Missouri 63141-8698 • (314) 434-1115 • Fax 434-7596

away from the focus on themselves and turn their attention toward making an impact on society. The challenge of balancing newly-acquired personal freedom with responsibility for self and others can also take its toll. When all of these pressures are added to the desire for success in academic pursuits, it is evident that many students will need help in guiding them through their first year of college.

This session will focus on Collegiate Seminar, a comprehensive semester-long course required of all incoming freshmen at Missouri Baptist College. Although the total college population is small, it is comprised of a diverse group of students from various cultures around the world. A portion of the course is designed to increase student awareness for and promote tolerance and acceptance of cultural, ethnic, religious, and gender differences. A discussion of that focal area will be included in the session.

Another component of the Collegiate Seminar course is the integration of faith and learning. Due to the fact that the institution is based on Christian liberal arts principles, the integration of one's faith in God is strongly encouraged into all aspects of one's life, be it academic learning or service learning which leads to making positive contributions to the lives of others.

A third component of the Collegiate Seminar course is academic and campus survival. In addition to learning helpful study skills, time management plans, and basic information relative to a Christian liberal arts education, students learn how to deal with professors, how the financial aids office operates, who to talk to about getting a job, and so on. Specific details and class activities will be shared in the workshop session.

A unique component of the course focuses on evaluation of student performance and progress. Authentic assessment is used primarily to evaluate work completed in class and on projects. Specifically, rubrics are generated and distributed to students for each assigned task. This method has been proven to be successful and helpful for improving the overall quality of student work. Copies of the rubrics will be provided in the session.

Although only a one-credit hour course, Collegiate Seminar is a newly-designed comprehensive program intended to facilitate growth in students cognitively, affectively, and spiritually. A syllabus of the course will be provided for session participants.

Missouri Baptist College • One College Park Drive • St. Louis, Missouri 63141-8698 • (314) 434-1115 • Fax 434-7596

Mitchell College
437 PEQUOT AVENUE
NEW LONDON, CT 06320-4498
(203) 443-2811

TITLE: Reaching "At-Risk" Freshmen Through Leadership Programs

PRESENTERS: Greg Markovich, Nadine Schiavo, Kathleen Neal

Leadership, academic and service scholarships and awards are usually awarded to those graduating high school seniors that have already demonstrated their capabilities. Mitchell College is in its second year of making MVP (Mitchell Values Potential) awards to students whose SAT Scores are considerably lower then the national average, whose rank in class is in the bottom half and whose previous high school successes have been very limited.

The positive results of this program have been overwhelming. The response from parents in additional scholarships and gifts has been substantial, hundreds of service hours have been contributed to community service and most importantly "At-Risk" students are being academically successful.

These MVP Students have paved the way for major changes on campus, have tackled high level issues and are sought after by all campus departments needing assistance. Their retention rate is considerably higher then the national average and are transferring to colleges they never thought possible.

The presentation will outline the following:

Assessing the need for a program and whether your campus is ready.

Breaking the stereotypes of "At-Risk" labeling.

Creating and generating support for the program. It will show how thousands of dollars are already available on your campus and how to get the money.

Design, development and implementation of the program. What really works with "At-Risk" students in developing leadership, service and citizenship.

Educating the community about the program.

Feedback the key to success.

Please note this is not a TRIO Program, ACT 101 or a program geared just for minorities. The students involved are considered highly "At-Risk", come with major problems and usually have been rejected by 2 to 3 other colleges.

CONTACT PERSON: Greg Markovich
Special Assistant to the President

MONTANA STATE UNIVERSITY
BOZEMAN

Office of General Studies
418 Reid Hall
MSU • Bozeman
Bozeman, MT 59717-0300
Telephone (406) 994-3532
Fax (406) 994-6049

Showcasing a Successful Freshman Year Experience Course: Montana State University's Freshman Seminar

Presenters:
Vicki Orazem, Freshman Seminar Coordinator
Kristy McFetridge, Peer Leader Coordinator

The undeclared student at Montana State University has the opportunity to take part in one of the most innovative and well-liked classes on campus through the Office of General Studies. This course is NOT a lecture and listen course. The course uses active modes of teaching that maximize student involvement. Seminar groups focus on critical analysis and experiential applications of ideas developed by speakers and reading materials. Seminar groups are the forum for individual and team oral presentations by all group members. The seminar relies on student involvement for spark and momentum.

The Freshman Seminar, GENS 101V, was piloted five years ago as a means to help General Studies students adapt to and succeed at MSU. The course has since evolved and expanded to be the largest Freshman Seminar course at Montana State University and will serve 600 freshmen students in the 95-96 academic year. This course is based on national retention models for first-year undeclared students. Multi-year research at MSU supports the validity of this course as an aid in academic success and retention.

The course has an extensive career development component in which students utilize the Myers-Briggs Type Indicator and Strong Interest Inventory. Students research a career which they feel has real potential for them as a result of their exploration. The course is also a component of the general education curriculum meeting the verbal core requirements of the university. The verbal core content is integrated into the course through speaking assignments addressing academic major and career exploration and other issues common to first year undeclared students.

Students fully explore their academic potential during the process of major and career exploration. They also have fun! Students meet others in an informal setting making new friendships and cultivating new ideas together. Two of the most enjoyable activities of the class are the outdoor outing and the challenge course Other innovative curriculum components include: E-mailing assignments, service learning, academic advising, outdoor adventure, health and wellness, and international and national student exchange day, and pairings with a student of a diverse culture, nationality, or ethnicity.

Sections of fifteen are facilitated by MSU staff and an upper division student teaching fellow. Peer leaders are an integral component of the course; developing the wellness curriculum and lending insights to first-year students.

BEST COPY AVAILABLE

Showcasing a Successful Freshman Year Experience Course: Montana State University's Freshman Seminar

The General Studies Freshman Seminar at Montana State University embodies this year's conference themes:

- Academic Advising
- Health and Wellness
- Technology: E-Mail
- Service Learning
- Diversity

The Freshman Seminar at Montana State University is uniquely located in the Office of General Studies under the direction of the Academic Provost, and serves "undeclared" students. Distinctive elements are career and major exploration, an outdoor experience, community service, diversity and verbal core curriculum designation. Peer leaders, an integral element of the course, develop the wellness curriculum and lend assistance to first-year students. Measurable increased retention (3.5%) is illustrated by student comments from in-depth student interviews.

The first hour of this session will offer innovative instructional strategies and curricula. Participants will be provided with an overview of course materials. The session will close with an interactive discussion to share successful and innovative teaching techniques and curricula used among participants.

Handouts:

- **Course Syllabus**
- **Specific Curriculum Components**
- **Retention and Persistence**

Vicki Orazem
Montana State University
418 Reid Hall
Bozeman, MT 59717
994-6435
E-Mail: zgs7006.msu.oscs.montana.edu

Mount Saint Mary's College
Emmitsburg, Maryland 21727-7799
Phone (301) 447-5202
FAX (301) 447-5755

Career Center

The Career Action Plan: A Collaborative Approach to Career Planning

Terri Gelles, Director, Career Center
Carol Kiniry, Associate Director, Career Center

The Career Action Plan (CAP) at Mount Saint Mary's College is a four-year program, in a workbook format, which guides students through a systematic career development process. Highly experiential in nature, the program is based on our belief that work is a "calling," a vocation that gives one's life purpose and meaning. Each year of the CAP is based on a specific phase of developmental theory and is accompanied by a checklist of suggested activities for each step of the career journey.

The CAP evolved from a series of meetings and discussions with faculty in the Freshman Seminar Program and with other faculty who participated in the Career Development Program Task Force. In the summer of 1995, the program concepts were compiled and organized into the Career Action Plan Workbook. The workbook is being introduced to the Freshman Seminar classes during the 1995-96 year.

Our presentation will cover the following:

1. The goals and objectives of the program.
2. A brief history of its development.
3. Discussion of how the CAP guide can be used by students, faculty advisors, and career counseling staff.
4. Implications of the value of the CAP in recruitment and retention.
5. Ongoing assessment of the CAP and what can be done to improve upon it.

Contact person:
Terri Gelles
Director, Career Center
Mount Saint Mary's College
Emmitsburg, MD 21727
(301) 447-5202

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT

Abstract "'Scaffolding' for First-Year English Students

Mt. San Antonio College in Southern California is an open-admission, comprehensive community College providing educational programs to approximately 22,000 credit and 14,500 non-credit students. Our student body is diverse: 65% are ethnic minorities with Hispanic/Latino students accounting for one third of total enrollments; 53% of the students are female; 68% of the students are part-time; 72% of the students are over 20 years of age. These students come from suburban and inner city environments and reflect the extremes in wealth, poverty, and educational preparation that constitutes the "New California."

More and more of Mt. SAC's students are underprepared for success at the freshman level. Each year 12,000 students take classes in ESL, Basic Reading/Writing and developmental English before being ready to succeed in Freshman Writing. In each of these departments, at each course level, our underrepresented students, who are also underprepared, face the danger of being marginalized when attempting to keep up with the curriculum.

With a multi-faceted program, funded by a Title III grant, we are attempting to provide some "scaffolding" for these students. To allow them the greatest opportunity for success and to reverse the trend toward reducing their time commitment to their education, we are developing English classes with an added credit hour to enable instructors sufficient time to reinforce reading and writing skills by greater repetition, to present reading and writing concepts in more depth, and, just as important, allow students enough learning time before the end of the semester to feel positive and confident about their skills level. These "enhanced" classes will integrate in-class and computer-assisted instruction using the facilities and technologies of a state-of-the-art Writing and Reading Assistance Center.

Dubbed the WRAC, this is a key component in our plan for increasing retention and success of our first-year students. As an adjunct to classroom instruction, the center will be an invaluable tool, allowing students, tutors, and faculty to meet and learn together using the newest computers and software, tutorial groups, and one-on-one mentoring by lead tutors and on-site faculty.

The peer tutors are now being systematically trained for their roles; the training program is led by faculty from the English, ESL and Basic Skills departments. Tutors attend 16 hours per semester of training on topics ranging from learning styles to grammar review, and many also work consistently in freshman English classes to help the instructors address the various backgrounds and individual needs of the students. This cadre of tutors now better understands and is able to address the complex and diverse language skills deficiencies of the students they serve.

The human and computer resources provided in class, in the Tutoring Center and in the Writing and Reading Center help us address the multiple missions of our college by creating quality learning opportunities in a welcoming environment where students of various ages, races and goals are working to succeed in the fundamental skills of reading, thinking, writing.

1100 North Grand Avenue - Walnut, California 91789-1399 • (909) 594-5611 - Fax (909) 594-7661

NORTHERN
ILLINOIS
UNIVERSITY

COLLEGE OF HEALTH
AND HUMAN SCIENCES

OFFICE OF THE DEAN

DEKALB, ILLINOIS
60115-2854

(815) 753-1891

FAX
(815) 753-6169

CREATING A FRESHMAN YEAR PROGRAM: A TEN-YEAR ODYSSEY

Presenter: Sandi Kuchynka, Director, Academic Advising
College of Health and Human Sciences

Abstract: Northern Illinois University's odyssey began over a decade ago to develop a university freshman orientation course. After a turbulent journey that began with only 13 students enrolled in a course limited to specific majors, our wandering has led us to building a campus-wide program called *Freshman Connections*. The program includes a university wide freshman orientation course, a mentoring program, and a faculty/staff training workshop. The quest required nurturing campus-wide networks and building administrative support through both academic and student affairs. The purpose of the session is to share the journey of building a successful program and a campus community supportive of its objectives.

As early as 1983, dedicated individuals at Northern Illinois University began efforts to initiate a freshman orientation course. A pilot project was initiated and by the fall 1986 a one credit hour course was offered for students in one of the university's six undergraduate colleges. As with other programs of this nature, the course was designed to assist freshmen with their adjustment to and persistence in college. Preliminary data supported patterns of greater persistence to the second year and for higher cumulative grade point averages for those students enrolled in the course.

Based on the preliminary NIU data, and on similar national data, the provost's office provided additional resources to expand the course by making it available to freshmen regardless of major. By the fall 1995, this endeavor has grown into a campus-wide program including 16 course sections taught by faculty and staff and serves hundreds of new freshmen, a mentoring program involving more than 70 students and 55 mentors, and a faculty/staff training workshop required for all new course instructors. Most noteworthy, is that in the fall 1995, the university curriculum approved "UNIV 101: University Experience" which officially (at last!) establishes a university-wide, first year, course.

Although the evolution and expansion of these undertakings have been long and challenging, the growth and outcomes have been rewarding. In addition to quantitative data, qualitative data from student surveys (from both course participants and "mentees") indicates that students have been very satisfied with their experiences. More informal feedback from faculty/staff instructors and mentors also reveals a high level of satisfaction from involvement in these programs and with the students they serve.

This session will share the journey by reviewing the evolution, expansion, assessment, and future plans for the program. Details will also be shared regarding the recruiting and training of new faculty and staff instructors and mentors.

Northern Illinois University is an Equal Opportunity/Affirmative Action Institution.

Northern Michigan University
1899-1999

Office of the Vice President
for Academic Affairs
1401 Presque Isle Avenue
Marquette, MI 49855-5308
906 227-2920

Title: "Welcome to the Block" : An FYE/Liberal Studies Approach

Presenters:

Laura Soldner, Coordinator, First Year Experience Program

Yvonne Lee, Faculty Member, Freshmen Seminar Course

Paul Duby, Associate Vice President for Planning and Analytical Studies

Abstract:

I. How Northern Michigan University Developed Its "Blocked" FYE

A. Purpose behind the liberal studies "block" concept
B. How the blocking was set up and promoted
C. Interaction between the Freshmen Seminar faculty and"block" course faculty members

II. Why the "Block" Approach Works

A. "Blocking" provides students with "Common Intellectual Experiences"
B. "Blocking" fosters the development of academic and social networking of interested faculty, staff, and students
C. "Blocking" provides students with a forum for self-reflection and goal setting
D. "Blocking" promotes interaction between Academic Affairs and Student Affairs professionals

III. Our Trials and Triumphs

A. Difficulties we encountered

1. Problems with preregistration for "block" courses
2. Advisors who were not enthusiastic or properly informed
3. Difficulties with scheduling "blocks" with other courses

B. Successes we can point to

1. Students' ability to preregister for "blocks" before orientation
2. Students' ability to develop "academic learning communities" outside of the Freshmen Seminar
3. Case studies of success stories

IV. Our Evaluation Plan

A. Evaluation objectives

1. Performance related (g.p.a., retention, etc.)
2. Outcome related (gain scores i.e. actual versus predicted g.p.a.)
3. Attitudinal and motivational data
4. Faculty evaluative and perceptual data
5. Faculty perceptions and ratings of student progress
6. Students' self-perceptions of progress

B. Instruments used (to be shared with those in attendance)

1. Orientation survey
2. Telephone survey for students who left FYE program
3. Faculty evaluation of student progress form
4. Student's perceptual survey
5. Student's behavioral survey
6. End-of-term evaluation form

C. The Use of focus groups with

1. Freshmen Seminar and "blocked" course faculty
2. Student leaders who worked with FYE
3. FYE Students

V. Closing Remarks and Time for Questions and Answers

Contact Person: Laura Soldner, Coordinator, First Year Experience Program

Office of the Vice President of Academic Affairs
601 Cohodas Administration Building
Northern Michigan University
Marquette, MI 49855
(906) 227-2672
LSOLDNER@NMU.EDU

THE OHIO STATE UNIVERSITY

University College

110 Enarson Hall
154 West 12th Avenue
Columbus, OH 43210-1390
Phone 614-292-6344

ENRICHING FRESHMEN SEMINAR COURSES THROUGH RELEVANT WRITERS' WISDOM

Virginia N. Gordon, Ph.D.
Thomas L. Minnick, Ph.D.

The Freshman Seminar can take many forms and include many components. A common goal is to prepare first year students for the personal and academic challenges they will encounter during their college experience. A nationally published or locally developed text usually provides basic information needed to accomplish this. This presentation will argue that a collection of readings by well-known authors can offer new and time-honored perspectives about various aspects of present and future college life. Some issues that confront new students around which readings can be organized include encouraging students to think about why they are in college, how they can become successful students, their rights and responsibilities as students in the college community, and how they can prepare for a career and life after college. A major advantage of a book of readings is that it can introduce alternative points of view that can add breadth and depth to class discussions. Exploring diversity on the campus through readings about racial, ethnic and life style differences, for example, can lead to a better understanding of the campus milieu. Readings about life after college from different writers' perspectives can encourage students to set goals for what they want to accomplish during their college years. Examples of readings by such writers as Woody Allen and Gail Sheehy will be used to illustrate how different points of view can elicit student reactions and stimulate thought. Suggested class activities and assignments will

be discussed to aid instructors in challenging student thought and dialogue. When writers such as William Bennett and James Thurber describe their own personal college experiences, freshmen can better appreciate their role as students and the importance of making the most of this unique opportunity.

The PARTNERSHIP FOR SERVICE-LEARNING

Academic Institutions and Service Agencies Uniting Learning and Service

SERVICE-LEARNING: THE FRESHMAN YEAR AND BEYOND

PRESENTERS:

HOWARD A. BERRY, THE PARTNERSHIP FOR SERVICE-LEARNING
LOUIS S. ALBERT, AMERICAN ASSOCIATION FOR HIGHER EDUCATION

Service-learning — the union of academic studies with community service — has deservedly achieved widespread visibility and popularity. President Clinton's national service initiative has encouraged many colleges and universities to implement, sometimes hastily, service-learning experiences for their students.

For those who have long seen and experienced the powerful pedagogical and epistemological implications of service-learning for general and liberal education these developments have been gratifying.

For the freshman year experience particularly service-learning may hold much potential. Students come to college and university with a variety of expectations and needs. That teaching and learning will be different. That they will be able to be active participants in their own education. That they will be able to encounter and test themselves and their values in the larger community and world in ways that contribute to their emerging maturity, identity and sense of self-worth.

Service-learning, while not a panacea, has the potential to help students and academic institutions realize these expectations and needs. To achieve this potential, however, there are some principles basic to successful implementation of service-learning as a coherent and intentional edcuational strategy.

One is that service-learning need not be seen as an internship with the service and the learning framed narrowly and directly. Service-learning opportunities should be available across the curriculum, not limited to one course, discipline or department. Service-learning has value for all students and all disciplines. With faculty imagination many disciplines can be brought to bear on the same service situation.

A second is that the goals of existing and basic disciplines can be achieved through the infusion of service-learning. Faculty can be encouraged to explore new ways of teaching and learning which enhance and enliven traditional studies, and which address issues of critical thinking by allowing students to test classroom theory against the observations they make in their service experience.

815 Second Avenue, Suite 315, New York, NY 10017-4594 USA Tel: (212) 986-0989 Fax: (212) 986-5039

A third is that the service performed should be substantive and meaningful. Service related to a single course can take place only 3-4 hours per week. This is neither substantive nor meaningful service either to the community agency or the student.

If, however, a number of courses have the capacity to recognize the dimensions of learning which can take place from a single service situation, students can take these courses simultaneously, satisfy each by shaping their learning for each discipline, and as a result perform 12-15 hours of service per week. This now provides the agency with a valuable volunteer, and the student with a meaningful experience.

A related result of this pattern is that the students are brought to see disciplines not as fragmented bodies of knowledge but as varied, related ways of viewing and interpreting the world and society.

Fourth, there should be a component allowing regular structured and shared reflection on the service experience by students. This reflection should be in addition to the formal learning related to disciplines. Its purpose is to provide for the important and often powerful developmental and values growth which students undergo through community service.

Such an institutional, coherent basis for service-learning provides a crucial possibility to realize the full potential of service-learning for students. Through such a structure students would be able to increase both their academic and service involvement and engagement year by year.

They might, for example, in their freshman year begin with one or two courses and 4-6 hours of service per week. In the second year this might increase to three or four courses and 6-8 hours of service. By the third year they would be ready for full-time involvement in studies and service, perhaps in the form of an off-campus or international service experience.

This pattern of cascading, increasing involvement in active learning and community service would provide increasing academic skills and enlarged capacity for genuine and substantive service.

Thus the freshman year, through the experience of service, can become foundational to the coherence of the experience of general education. In it habits of thinking, learning, values and community involvement are formed. If increasing levels of study and service are allowed throughout the college experience, the freshman year can take on new meaning.

Through the thread of service-learning it would become connected to a totality of educational development and growth. Students would find new connections to learning, faculty find new connections to their disciplines, and academic institutions find new connections to community and the world.

PINE MANOR COLLEGE
Student Affairs

The Co-Curriculum as Curriculum: Conversations Among Campus Constituencies in a First-Year Seminar

Presenters: Kathy Jonas, Stephen Thompson

Abstract:

At Pine Manor College we are redesigning our "first-year seminar" to be a more collaborative enterprise involving several campus constituencies. The seminar is jointly planned by student affairs and academic affairs staff. While it employs various formats, the course often involves some sort of a presentation followed by small group discussions. The small group discussions are led by members of the residential life/student affairs staff, assisted by peer advisors. (Each first-year student is assigned a peer advisor; each peer advisor is assigned a cohort of 5 or 6 advisees to whom she offers co-curricular and curricular advice). Each first-year student responds to the seminar material (lectures, presentations, discussions, etc.) by keeping a regular journal (a sort of thinking out loud on paper) which is read by her discussion leader and her peer advisor. Because the seminar carries academic credit, while being "taught" by residential life/student affairs staff and peer advisors, it validates the educational importance of extra-classroom conversations: it grants curricular status to the co-curricular.

Our first-year seminar further seeks to connect the co-curriculum with the curriculum by addressing co-curricular topics such as conflict and conflict resolution, women's health and well being, as well as concerns that link the co-curriculum with the curriculum, such as various learning styles and strategies, and multiculturalism and diversity. Whenever possible, presentations are delivered by members of the administration, faculty, or staff (i.e. the Vice President for Financial Affairs discussing time management; a grant writer talking about alcohol abuse; an Associate Director of Admissions discussing aquaintance rape). Using "in house" talent in this way serves three purposes: a.) it aquaints first-year students with individual members of the college community they might not otherwise have occasion to meet; b.) it begins to show first-year students (and some of the rest of us, we must admit) how various aspects of the College's administrative structure articulate with one another.; c.) most importantly, it dramatizes that the topics addressed by the first-year seminar involve genuine issues that many different people in a variety of roles deal with, and that there is much we can learn from sharing our attitudes and experiences with each other.

Telephone (617) 731-7108 400 Heath Street, Chestnut Hill, Massachusetts 02167-2332 FAX (617) 731-7199

The first-year seminar at Pine Manor College is being planned and organized around the conviction that the co-curriculum and the curriculum are a seamless web; that one learns as much from conversations and interactions outside of the classroom as inside it. By building the first-year seminar around involving various members of the College community in conversations with first-year students regarding issues of mutual concern, we are encouraging the entire campus community to make an investment in, and feel some ownership of, the seminar; and by awarding academic credit for the seminar, we are validating the educational significance of these conversations. We are moving toward a greater sense of shared educational mission: the entire campus as a collaborative learning community, which is what, at its best, a small college is suited to be. Instead of co-curriculum and curriculum, we are trying to think in terms of curricula, and to focus our attention and energy on how to better intergrate these curricula into a coherent campus experience.

RU
RADFORD
UNIVERSITY

P.O. Box 6976/6935
Radford, VA 24142

(703) 831-5460/6547
(703) 831-5128 TDD

Freshman Connections: Collaborative Teaching, Collaborative Learning

Dr. Kim Gainer
English

Nancy Taylor
English

Dr. Stephen Lerch
Chair, Sociology/Anthropology

Susan Kirby
English
Director, Freshman Connections

In its fourth year, Freshman Connections at Radford University is a program designed to ease students' transition to college and to increase their chances for academic success. As a learning community offering an enriched, interdisciplinary learning experience, the program uses faculty teaching freshman-level courses and residence hall staff and programming to create a supportive and involving environment for a group of self-selected students who live in the same residence hall.

Chosen for their commitment to student success, ten faculty teach the five linked general education courses taken by Freshman Connections students in the first year. Because of an extensive program of faculty development and an ongoing collaboration with student affairs staff, faculty have revised everything from their teaching practices to their academic policies, from their relationships with students to the places where learning occurs.

Once the boundaries between classroom and residence hall--between academic affairs and student affairs, as the Student Learning Imperative suggests--have been removed, faculty begin to define their roles differently. The Connections faculty play an active role in academic support activities, become mentors for new students' development, and broaden their sphere of interest and influence beyond the classroom walls.

Because of their collaboration, faculty have also blurred some of the boundaries around their disciplines. Experiments with linked assignments and cross-teaching of skills and subjects are frequent as Connections faculty attempt to overcome the insularity and fragmented sense of knowledge suggested by unlinked courses.

Freshman Connections students are enrolled in the same English 101, sociology, and wellness sections in Fall, and the same English 102 and art appreciation sections in Spring. In each semester, faculty have forged interdisciplinary links in the form of in-common or related reading, writing, and co-curricular assignments, with English 101 and 102 serving as matrix courses and one book serving as a matrix text in the Fall. Friday Night Lights, a best-selling book about high school football in Texas, succeeds in showing students the relevance of academic subjects such as race relations and regional economic collapse to everyday life.

Faculty participating in Freshman Connections will describe the changes in their teaching that this highly collaborative program has made; they will also share some of the "connections" students have made among their different classes and with their own lives.

Contact person:

Susan C. Kirby
English Department
Box 6935
Radford University
Radford, VA 24142
(540) 831-6547
skirby@runet.edu

RU
RADFORD
UNIVERSITY

P.O. Box 6976/6935
Radford, VA 24142

(703) 831-5460/6547
(703) 831-5128 TDD

Freshman Connections: Making Connections with New Students, Faculty, and Student Affairs Staff

Molly Thacker
Coordinator, Freshman Retention Programs

Dana Conner
Resident Director, Floyd Hall

Dr. Kim Gainer
English

Dr. Stephen Lerch
Chair, Sociology/Anthropology

Susan Kirby
English/Director, Freshman Connections

Nancy Taylor
English

Now in its fourth year, **Freshman Connections** is a collaborative effort of the Academic Enrichment Office and Residential Life to increase the chances for academic and social success of 140 self-selected freshmen. Through the collaboration of 20 faculty, graduate assistants, and Residential Life staff, the program promotes interdisciplinary learning and blurs the distinctions between students' living and learning environments. The program is based on the large body of research on the factors that influence students' success.

All Connections students live in Floyd Hall and are enrolled in the same English, sociology, and health sections in Fall and the same English and art appreciation sections in Spring. There are several in-common or related reading and writing assignments among the courses each semester. The residence hall staff in Floyd provides programs that relate to and support the content and goals of the Connections courses. The interaction of Connections students with faculty outside of class is encouraged through social events, common dining hall privileges, and special academic support activities. In addition, the faculty development, interdisciplinary linkages, and residence hall programming in support of Connections courses are continual topics of discussion at bi-weekly meetings throughout the academic year.

The program provides intensive faculty development for its staff through summer workshops. Emphasis is placed on the special developmental needs of freshmen, on teaching methods that encourage active learning, and on the promotion of student learning through both challenge and support. The faculty development will be described in this session.

Faculty currently teaching in the program will describe the most successful interdisciplinary linkages created among the Fall courses, especially the results of using English 101 as the matrix course.

Freshman Connections staff unanimously agree that the collaboration of faculty and student affairs staff is the strongest component of the program. Through this collaboration

we can attempt to reach "the whole student," whose success in college requires both academic **and** social development. Faculty and student affairs staff will also describe the benefits--and challenges--of participation in such a collaborative program.

Contact person:

Susan C. Kirby
English Department
Box 6935, Radford University
Radford, VA 24142
(540) 831-6547
skirby@runet.edu

RAMAPO COLLEGE OF NEW JERSEY

505 Ramapo Valley Road, Mahwah, New Jersey 07430-1680 • (201) 529-7500

Igniting the Spark: Enhancing Developmental Readers' Informational Literacy

Dr. Ellen Kaiden

ABSTRACT

A. Objectives of the Poster Session:

1. To acquaint participants with the design, implementation, and evaluation of a pilot, grant-funded developmental reading program that focused on human rights and social activism, while developing students' informational literacy.

2. To acquaint participants with the inclusion of an experiential learning component of three field trips (Ellis Island, The Rockland Holocaust Museum, and The United Nations), within this grant-funded program.

3. To acquaint participants with Ramapo College's multicultural mission and to describe the newly forged link between this developmental reading pilot and the college level curriculum.

B. Major Content

Ramapo College is attempting to transform its curriculum to reflect a diversity of voices and to integrate current scholarship on race, class, gender, and ethnicity. This semester through the initiation of a grant-funded, pilot program, developmental students not only strengthened their reading and writing skills, but also were introduced to Ramapo College's multicultural mission immediately upon entry into the college. The experiential learning component of this course included three trips (Ellis Island; The Holocaust Museum in Rockland County, New York; and The United Nations), which helped to provide more meaningful instruction focused on American diversity, consequences of social intolerance, and combating social injustice. Furthermore, an additional objective of the pilot was to foster a community that celebrated diversity and improved the quality of campus life.

The session will discuss the pilot developmental reading program: **Human Rights and Social Activism** including the rationale,

structure of the program (linked to a developmental writing course), curriculum, and field trips. Next, the session will focus on the procurement of grant funding and the budget for this pilot project. In addition, a discussion of program evaluation will include qualitative and quantitative data. The session will conclude with recommendations for the initiation of similar programs on other campuses.

The poster session will be presented by the reading instructor/grant project coordinator. Each participant will receive a copy of the syllabus for the pilot course, **Human Rights and Social Activism.**

Dr. Ellen Kaiden, Ramapo College, 505 Ramapo Valley Road, Mahwah, NJ 07430

R·I·T

Rochester Institute of Technology

National Technical Institute For The Deaf
CIAS Support Department
James E. Booth Building, 7A Room 3441
Rochester, NY 14623-0887
Voice/TTY 716-475-2850

Custom Designing First Year Seminar: A Model for Students of the Arts

Lynne Bentley-Kemp
Assistant Professor

Rochester Institute of Technology is renowned for its program offerings in the arts and imaging sciences. Its School of Photographic Arts and Sciences is known the world over for its reputation in the fields of imaging technology and photographic illustration. These programs attract highly motivated students who begin work as photographers and artists from the day they arrive. Many of these students believe they are quite sophisticated when it comes to visual literacy and motivation in their discipline, but find it difficult to see the connections when it comes to basic skills in critical thinking and language ability.

As part of an effort to enhance student success in the areas of language skill and basic problem solving, the Applied Photography Department decided to implement a pilot first year seminar course this past fall. The challenge was to make the course relevant and attractive to this group of students plus keep an academic focus. The author was asked to design the course, lecture series and teach 3 of the 4 workshop sections offered. The objectives of this 3 credit course began with developing a sense of community and encouraging students to see themselves in terms of their artistic, academic and social worlds. Contexts were created by describing influences - the influences of artists, teachers, peers and family - both historic and current.

The presentation includes examples of student work from the first assignment (Timeline/Lifeline) and the last assignment (a Survival Guide). The students responded to the assignments with written essays and works of art. Reflected in the projects are the students' impressions of learning and teaching styles, diversity, self-awarenness issues and career goals. Active learning is evident in their creations and the students freely examined reasons for going to college for an arts education and how that experience maximizes their potential.

ROWAN

Title: Learning in Context: First-Year Seminar as an Integrated Component of Academic General Education Courses

Presenter: Jay Chaskes, First-Year Seminar Coordinator

Rowan College of New Jersey has recently piloted ten sections of its newest version of a first-year seminar. Based on the notion that new students are like immigrants, the overriding goal of the seminar is to socialize these new arrivals to the skills, values and expectations of academic life at college (their "new country"). Rather than being taught as a separate course, this first-year seminar is part of designated sections of currently offered lower level general education courses that traditionally enroll large numbers of first-year students. Employing a "learning in context" strategy, full-time faculty assist students to become socialized to the appropriate college level skills, values and expectations through their immediate application to the subject matter of the course. The seminar is designed to introduce students to classroom and time management skills, writing and critical thinking skills, cooperative learning, library research, and the integrative nature of general education courses. Courses have a limited enrollment and the seminar portion meets for one additional hour per week.

This pilot comprised ten first-year seminars offered as part of a variety of general education courses including chemistry, calculus, history, art, writing, political science, sociology, health, anthropology and speech. Course evaluation data are presented and recommendations for future policy and procedure are discussed. The college plans to offer this seminar as a required course for all first-year students beginning with the Fall 1996 semester.

Jay Chaskes
First-Year Seminar Coordinator
Rowan College
201 Mullica Hill Road
Glassboro, New Jersey 08028

(609) 256-4500, ext. 3516
e-mail: chaskes@mars.rowan.edu

ST. LAWRENCE
UNIVERSITY
Canton, New York 13617

Program Title: A Residential Curriculum: Creating An Intentional Living/Learning Environment for First-Year Students

Program Presenters: Eric A. "Kip" Williams and Lynne Constantine, Residential Coordinators.

In an attempt to create an integrated educational experience for new students, St. Lawrence created the First-Year Program. During their first year, groups of 45-50 students share a common living space and a team-taught, credit-bearing interdisciplinary seminar. To take advantage of these opportunities, the Program staff created the Residential Curriculum. This Curriculum is an on-going attempt to make the residential and co-curricular aspects of the student experience as intentional, coherent and reflective as the academic seminars.

This session will be divided into two main parts. First, we will discuss the context in which the Residential Curriculum exits: the First-Year Program as a whole. Second, we will outline the current version of the Residential Curriculum. Throughout the entire program, we will discuss the theoretical constructs that inform our work, the pedagogical philosophy of the First-Year Program and the core conditions that support the existence of the Residential Curriculum.

After a brief introduction, we will give an overview of the First Year Program at St. Lawrence in three sub-sections. In the first part, we will review the history of the program, governance structures and faculty/staff selection and development. Second, we will explicate the goals and philosophy of the program. To complete this part of the program, we will discuss the processes by which those goals are pursued. A description of the complex relationship between the academic and residential aspects of the program is woven throughout this section.

Office of the First-Year – (315) 379-5909 FAX (315) 379-5709

In the second part, we will present the major aspects of the current version of the Residential Curriculum. Over the years, the relationship between Program goals, internal processes and professional experience has guided the First-Year faculty and staff to create and revise the Residential Curriculum. A logical extension of the Program's pedagogical philosophy, this Curriculum is founded on the assumption that an integrated living/learning program will lead to a more integrated student experience and enhanced student development. As such, the Residential Curriculum attempts to do two things simultaneously: facilitate the out-of-class experience in intellectually sound ways and creatively manage the relationship between the academic and co-curricular aspects of student life.

This Curriculum is not a "University 101" class. Rather, it is an intentional educational process that takes place within the residential environment itself and in conjunction with the academic seminar. A nine year experiment, the Residential Curriculum can be described in terms of its explicit and implicit manifestations. The overt part of the Curriculum includes the First-Year Council, Orientation, College meetings, mandatory residential programs, social activities and the protocols and policies of the First-Year Program. The implicit or subtle curriculum includes the manner in which student conflict is handled, the creation of environments that openly support academic achievement, creative sanctions, the assessment of multi-directional stress, the negotiation of community norms and the management of the balance between the individual and the community.

The program will conclude with a question and answer session. Copies of the current version of the Residential Curriculum("Residential Syllabus") will be available.

Contact Person: Kip Williams, Residential Coordinator
First Year Program
161 Whitman Hall
St. Lawrence University
Canton, NY, 13617
315)379-5362 or (315)379-5909

Office of the Dean

Saint Louis College of Pharmacy
4588 Parkview Place
Saint Louis, MO 63110-1088
314 367 8700 Fax 314 367 2784

1 8 6 4

Educational Outcomes and The Freshman Year Experience: Linking Student Affairs and Academic Affairs

Presented by:

Donald R. Rickert, Ph.D., Vice-President for Student Affairs and Dean of Students

Abstract:

St. Louis College of Pharmacy is unique in that it is one of only three independent-free-standing colleges of pharmacy in the country. Students enter STLCOP's program directly from high school and complete their entire general education and pharmacy curriculum at the College. Consequently, freshmen at St. Louis College of Pharmacy have needs similar to students at most small-liberal arts colleges.

STLCOP Seminar is a one-credit required course for entering freshman. The College's FYE program is a unique integration of student affairs and academic affairs that facilitates students' transition from high school to a professional curriculum. Within a small class environment, faculty and peer mentors introduce students to the college's thirteen ability based outcomes. The college's entire curriculum is structured to use course content as a context in which a student can learn and practice these abilities.

The primary purpose of the course is to enable students to better understand those abilities that the college believe students must possess to be effective. Specifically, students enhance their thinking, oral and written communication skills through readings, decisions and group work.

The course is "front-loaded" with intensive participation occurring in a three-day orientation prior to the beginning of classes; then there are twelve weekly meetings throughout the semester. Class meetings consist of mini-lectures, free-writing, group discussions, and experiential activities. These activities often generate issues that are the subject of assigned reflective papers.

Students do a significant amount of writing in the class which helps to further develop their abilities to think, to communicate, to understand their personal value system, and to analyze and evaluate their particular approach to learning.

THE NATIONAL EDUCATION CENTER FOR WOMEN IN BUSINESS
SETON HILL COLLEGE GREENSBURG, PA 15601-1599

FROM CRITICAL THINKING TO EFFECTIVE DECISION MAKING: TYING THE FRESHMAN SEMINAR WITH LIFE-LONG DECISIONS

Dr. Leora Baron
Associate Director, Education
National Education Center for Women in Business
Seton Hill College
Greensburg, Pennsylvania 15601

ABSTRACT

Traditionally, the Freshman Seminar program's main objective has been to introduce, strengthen and promote skills in the areas of thinking, reading, writing and speaking, as well as to develop effective study skills. While all of these may be considered life-long requisites for success, the immediate goal has been to ensure that students maximize the college experience; this has been achieved by establishing institutional standards for all of the above areas and ensuring that every student achieves and maintains them throughout the four year college process. Additionally, the selection of a major field of study and an introduction to career planning have sometimes been added to the program.

At Seton Hill College, a traditional liberal arts mostly women's school (men are accepted in the arts areas), an additional and novel component has been added to the Freshman Seminar: An introduction to the world of entrepreneurship. Developed by the National Education Center for Women in Business, a federally funded research, development and information dissemination institute located at Seton Hill College, the **Freshman EntrFolio** has been incorporated into the

PHONE (412) 830-4625 or 1-800-NECWB-4-U FAX (412)834-7131

Freshman Seminar (EntreFolio is a four-year sequence, with the second, third and fourth levels introduced through the college's Core Curriculum). The rationale for its inclusion is twofold:

First, it serves to introduce students to an often neglected pursuit, yet one which as an OPTION gives the individual a broader perspective of the application of a particular field of study in the "real world". In a women's college setting in particular, some of the recent statistics greatly support the need to introduce students to entrepreneurship:

* Women are creating businesses at three times the rate of men;
* Over 40% of all businesses are owned by women; by the year 2000, this figure will rise to 50%, representing a major social change;
* In 1992, women-owned businesses created more jobs than the Fortune 500 companies;
* Men's and women's management styles differ; success in the world of work depends greatly on understanding the differences and working with them.

Second, the EntreFolio creates the tangible connection between the academic goals of the Freshman Seminar and their applications outside of the academic setting:

* *Critical Thinking* leads to *Decision Making*;
* *Effective Communications Skills* lead to *successful Written and Oral Presentations;*
* *Creativity & Imagination* lead to *Resourcefulness and Risk Taking;*
* *Freedom and the Assumption of Responsibility* lead to *Leadership.*

Academic Advisement Center

SLIPPERY ROCK UNIVERSITY

Building Bridges: A Collaborative Effort Across Campus to Assist Students in Making Successful Transitions

BY: Amanda Yale Director/Assistant Professor, Advisement Center

INTRODUCTION:

Beginning college can be a very exciting as well as stressful experience for new students on their own for the first time. Orientation is a critical time which allows students to become acclimated to a new environment. The current research reports that probably the single most important step an institution can take to promote learning and persistence is to get students started right on their journey through college to graduation. Many of these studies cited how orientation and advisement services are closely linked to student competence and persistence. Many colleges and universities have undertaken the task and goal of improving the quality of their orientation programs for new students by linking their orientation programs to their advising services. Recent studies and trends continue to suggest that an academic focus is essential for effective orientation programs.

Slippery Rock's first-year students engage in a series of activities during the university's "New Student Orientation Programs" which teach them important student success skills necessary to succeed in college and help them make a successful transition to university life. Through a campus-wide collaborative effort of over eighty (80) faculty, student affairs personnel, upperclass students and administrators, Slippery Rock's first-year students participate in a series of discussion sessions focused on successful transitions to college life.

Each academic year prior to the entry of the next year's first-year students, over 40 faculty, student affairs personnel, upperclass students and administrators contribute articles to a university-generated summer reader entitled, "Transitions: Changes, Choices, Values and You," which is provided to new students as their reading assignment. Some of the topics in the piece include the following:

1) Class of 1998--Welcome to the University
2) Becoming Academically Successful at SRU
3) Tips for Returning Adults
4) Science as a Liberal Art
5) Partnerships: Your Professors, Advisors and YOU
6) Critical Learning Strategies and Behaviors
7) Writing for Success
8) Our Globally Diverse World
9) Sugar and Spice--Snips and Snails
10) Career Planning

106 Bailey Library Slippery Rock, PA 16057-1326 (412) 738-2009 Fax (412) 738-2661

SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA of the STATE SYSTEM of HIGHER EDUCATION

The purpose of the summer reading assignment is to introduce first-year students to the university and to give them the opportunity to think critically about their reasons for being in college. Our aim is to provide first-year students the best start possible toward success in both their college career and adult life. Over thirty (30) readings provide students with various points of view for discussion and reflection on the choices and changes that they will experience in college.

PROCESS:

By utilizing a central theme of teaching students important concepts about college success skills, the academic advisement activities conducted in June Orientation are linked with those of August Welcome Days. First-year students are required to select among six choices of dates for a two-day orientation in June. Additionally they are all required to attend a two-day Fall Welcome Days Orientation in late August. During the June Orientation, students participate in faculty-facilitated small-group discussions focusing on the academic transition students make from high school/work to college. Some of the questions students respond to include the following:

--why students chose to attend college and Slippery Rock

--what students thought were some of the differences between high school/work and college

--what students thought instructors will expect from them (and vice versa)

--how students thought college would change them.

--what grade average they plan to have at the end of their first year

--how many hours per week they studied in high school

--how many hours per week they plan to study in college to obtain their projected grade point average

The faculty prepare students for the Fall Welcome Days "Transitions" Workshop by providing students with a syllabus, the reading assignment and a set of guided reading questions. Students are requested to complete the assignment by the time they return in August. In June, faculty also introduce students to the advising process, the university's Liberal Studies requirements, important advising policies and the registration process.

During the August Welcome Days Orientation activities, first-year students attend a two-and-a-half-hour workshop in the central topic of "Transitions". Faculty and staff expose students to important academic, personal, and social transitions students encounter as they experience college for the first time.

This year over 97% of the university's new freshmen students participated in the Orientation Program. The workshop facilitators continually comment on the energetic, engaging nature of the group discussions. Over 95 percent of the students evaluate the workshops as "very good to excellent" and over 98 percent evaluate the value of the information shared in the discussions as "very good to excellent." Nearly 100 percent of the students indicated that the chances of them adopting some of the college success skills and active learning strategies were very good to excellent.

Copies of some of the materials used in the summer reading assignment, "Transitions: Changes, Choices, Values and YOU" will be provided to workshop participants. Information on the faculty and staff preparation sessions and the program's evaluative results will be shared.

SONOMA STATE UNIVERSITY

Student Academic Services
Tel: 707 664-4237
Fax: 707 664-3133

1801 East Cotati Avenue
Rohnert Park, California 94928-3609

Educational Mentoring Teams: *Linking Faculty and Student Services*

Drew Calandrella, Associate Vice President For Student Academic Services

Abstract:

Sonoma State University has developed a unique linking of faculty and Student Service Professionals to help freshmen transition to college. It is the responsibility of these Educational Mentoring Teams to provide advising, assist with problem solving around students' transitional issues, serve as an advocate, and provide a crucial link between young students and the institution.

Description of Presentation:

In order to approach the new challenges that younger students bring and to increase their retention, Sonoma State University has developed Educational Mentoring Teams (EMTs) in order to provide comprehensive advising and orientation programs for entering students. All incoming freshmen are assigned to a team comprised of one faculty member, one Student Services Professional (SSP) and one peer mentor. It is the responsibility of each team to provide academic and career advising, problem-solve transition issues, intercede and advocate for students, and provide a crucial link between young students and the institution.

Team members also co-teach a Freshman Seminar course which provides a forum for on-going orientation and transitional issues, and also provides skills development and information in areas such as library and research techniques, time management, computer and informational services, note taking, test preparation, and campus resource knowledge.

With Sonoma State University's new requirement for all incoming freshmen to have 24 hour access to computers, this course provides an important introduction to computing and information resources/services. The course also provides support in such traditional areas as peer group development, drug and alcohol education, STD's and AIDS prevention, sexual assault and harassment awareness, and homesickness.

The California State University

Towards the end of the first semester, EMTs and Freshman Seminar are used as vehicles to transfer students to advisors in their major departments. Undeclared students continue to meet with their EMTs to receive advising until they formally declare a major. Students are encouraged to visit with their EMT throughout their educational career.

The workshop will share SSU's experience in developing the EMT program, the formation of teams of faculty and student services professionals to form links with first semester freshmen and generate discussion between attendees.

The format of the presentation will be seminar, Power Point presentation, panel presentation by both faculty and Student Services Professionals with discussion.

Southeast
Missouri State University

ONE UNIVERSITY PLAZA • CAPE GIRARDEAU, MISSOURI 63701-4799 • (314) 651-2000

Using Focus Groups to Qualitatively Evaluate Orientation Programs

Teresa L. Hall

ABSTRACT

Students who make a successful transition to college are more likely to persist to graduation. Tinto (1994) suggested that individual experiences upon entry are vital contributors to success. Further, Tinto argued that students who are integrated in both the academic and social lives of campus are more likely to persist. Orientation programs can play a vital role in the retention and success of students. Perigo and Upcraft (1989) suggested that orientation programming should have three primary goals: to help first year students succeed academically; to help students make the personal adjustment to college; and to help institutions learn more about its students.

Although the coordination of Orientation has existed within the Division of Student Affairs at Southeast Missouri State University for nearly 20 years, program leadership and activities changed dramatically during the 1994-95 academic year when, with a new coordinator, a two-day mid-summer Orientation program became a one-day program with additional activities planned prior to the start of school. Orientation programs were changed as a result of recommendations made from enrollment management consultants, Lee Noel and Randi Levitz. This change provided an opportunity to assess program effectiveness and to promote a campus dialogue about Orientation. For the sake of this report, the terms First STEP and orientation will be used interchangeably.

Methodology

Data were gathered through individual interviews, focus groups, and surveys. Individual interviews were conducted with 23 persons who were directly involved in the 1995 Orientation program. A total of 18 focus groups were held: four with department chairs; thirteen with students, both resident and commuter; and one with the Admissions staff. Because department head feedback was considered crucial, surveys were mailed to [illegible]irs who were unable to attend a focus group. In addition, surveys were mailed to all family members who signed up for membership in the Parents Association. This group was specifically selected because their attendance could be tied to a First STEP. Of the 270 surveys mailed, 67 were returned.

In total, feedback was received from nearly 200 individuals. Once all the data were gathered, members of the Orientation staff reviewed the information for common themes found throughout the data.

Five themes were found throughout the data:

1) The need for on-going, consistent, and timely communication;

2) The need to make the best use of time;

3) The importance of student assistants in Orientation;

4) Orientation requires campus-wide commitment and involvement; and

5) The importance of appropriate sequencing of information to students and family members.

Conclusion

The worth of the evaluation to the Division of Student Affairs at Southeast goes well beyond Orientation programming. From students, we were reminded of the importance of the right information at the right time as well as in the most acceptable format. A final asset of the evaluation was the development of a connection between new students and student affairs staff.

References

Perigo, D. J. & Upcraft, M. L. (1989). Orientation programs. In M. L. Upcraft, J. N. Gardner, & Associates (Eds.). The freshmen year experience. San Francisco: Jossey-Bass.

Tinto, V. (1994). Building learning communities for new college students: A summary of research findings of the collaborative learning project. University Park: National Center on Postsecondary Teaching, Learning, and Assessment.

For a complete copy of the evaluation reports or further information about the process, please contact Teresa L. Hall, Research Associate, 246 Academic Hall, MS 3500, One University Plaza, Cape Girardeau, MO 63701, phone (573) 651-2262.

Southeastern Louisiana University

Office of the Dean
College of Basic Studies

SLU 672
Hammond, LA 70402

Linc 651-3755
504-549-3755
Fax 504-549-3879

Career Life Planning during the Freshman Year

Frances B. Wood

ABSTRACT

Careers are destined to change dramatically with the infusion of currently available and emerging technology. This reform demands new visions that shift emphasis from helping people make initial occupational choices to assisting clients develop a life plan that will allow for harmony and balance among the life roles.

A model curriculum for a freshman success course was designed to connect undecided majors with career options and to aid in retention. Career Planning 104 is a theory-based course that strives to equip students with a rational-systematic decision-making process to be applied during the course, as well as later in life. Techniques presented can be used to enhance (1) cognitive clarity, (2) self-awareness, (3) goal setting and decision-making, (4) career exploration and, (5) career and world-of-work integration. This easily adaptable model has been used successfully with high-school, college, and non-traditional students.

Objectives: At the completion of the program, the participants will be aware of:

1. Designing a Career Planning Class or workshop

2. Assessing cognitive clarity of students
3. Constructing student career portfolios
4. Teaching decision-making strategies
5. Accessing career information using today's technology
6. Explaining trends in the world of work
7. Evaluating program effectiveness

This presentation will use transparencies and hand-outs to demonstrate multiple assessment strategies including student portfolios, use of computer technology, group presentations and critical thinking activities which help solidify career choices. Following the program, the audience should be able to help students increase self-understanding, build an awareness of occupational options, and draft specific plans for the next steps in career development.

Contact person: Frances B. Wood
Box 285 SLU
Hammond, LA 70402
(504) 549-5102

Southwest Missouri State
UNIVERSITY

EFFECTIVE RECRUITING AND TRAINING METHODS

Mona J Casady

Preparation for 90 sections of the freshman experience course requires effective recruiting and training methods that incorporate communication techniques, political strategies, and human relations skills. The Fall 1995 semester involved the coordination of 75 different teachers (faculty and staff), 8 classrooms located across campus, and 65 peer leaders.

Developing Winning Strategies The director of the freshman experience course establishes rapport with all departments on campus--including administration, faculty, staff, and students. In addition to attending important events, correspondence of appreciation and commendation is sent. Eating lunch at the campus union and sitting with various colleagues several times a week broadens acquaintanceships and opportunities to "spread the word" about the freshman experience course.

Coordinating Teachers Across Campus Three methods of coordination are used: monthly teachers' meetings, mail distribution in "dedicated" classrooms, and personalized memos. In addition the director has an open-door policy of welcoming teachers to discuss problems and share successful techniques. Special appreciation and recognition times are "planted" in the semester's program. Large-group presentations have been established to accommodate sensitive topics (that not all teachers are comfortable teaching) and to provide the best efficiency of limited resources. Scheduling 19 different presentations is possible, whereas 90 talks would be impossible.

Integrating Peer Leadership Peer leaders are among the busiest people on campus. They, too, have challenges about priorities and time management. They need assistance in working with the teachers and the freshmen. Professional guidance is provided by a member of the Counseling and Testing Center, who team teaches the peer leadership course with the director of the freshman program. Peer leaders participate in numerous ways, for which they are rewarded by tuition reimbursement, special recognition, and end-of-the-semester acknowledgment.

Evaluating the Course Two instruments have been developed to survey freshmen and to obtain their evaluation of the course. The administration of the questionnaires and the way feedback is channeled to the Continuous Orientation Advisory Committee and upper administration require strategic communication efforts. Input is sought from teachers, peer leaders, and freshmen students. The methods that were successful will be expanded; the problems that were identified can be corrected by improved recruiting and training techniques.

Communicating Effective communication includes face-to-face contact, telephone courtesies, and effective written procedures. A positive attitude and good human relations skills are necessary to give a freshman experience program the competitive edge.

Dr Mona J Casady, Associate Dean of University College for Continuous Orientation
Southwest Missouri State University
901 South National Avenue

University College
901 South National Avenue Springfield, Missouri 65804-0089 (417) 836-5872 Fax: (417) 836-6372 TDD: (800) 735-2966

Printed on recycled paper. . .Please recycle

Department of Philosophy

SWT

A MIRACLE OF ALCHEMY: FRESHMAN SEMINAR AS AN INDUCTION INTO COLLEGE THINKING

Jeffrey Gordon

Our typical eighteen-year-olds come to us from twelve years of a formal education that amounts to little more than training in obedience. Meanwhile, the teacher that has spoken to their soul has been television–and especially the advertising industry–instilling in them their special forms of emotional perception and evaluation. Our students' driving concern has been and remains standing among their peers. Now they are in college, where the primary mission is to make of them rational, critical, independent thinkers. In other words, a miracle of alchemy. Freshman Seminar must break the path. We cannot afford to use it for any less challenging purpose.

Southwest Texas State University, a comprehensive university with an enrollment of about 22,000, has been experimenting for the last ten years with a Freshman Seminar that responds to precisely that challenge. At the center of our required one-hour course, which has been taught by administrators, staff, and faculty from every school of the university, is this large and perplexing question: What is the connection between a college education and the living of a fulfilled human life?

We chose this emphasis, rather than the usual regimen of survival skills, not because time-management, emotional adjustment, and strategies for effective study were skills our entering students had already mastered (this was and is far from true), but because we believed they had a more fundamental need that no sector of the university was addressing. And that was the need to have some idea of what it meant to be a college student, *what meaning this experience could have for their lives.*

While focusing on this this issue may seem to have much less practical utility than study skills would have, our motive for raising it was eminently pragmatic: Study after study has shown that a key reason for academic failure in the first year is the discrepancy
between the student's and his or her professors' conception of what college is about.

When students do not understand either what is expected of them as critical inquirers or the rationale for these expectations, they are severely handicapped. One way to remedy this, we reasoned, was to provide a course at the very portal that explored the idea and ideal of a university.

The task of delivering such a course has been far from easy. Obstacles to its success have derived from both faculty and students. The specialization of graduate study and the demands of our own usually narrowly circumscribed research leave us faculty with little time or inclination to raise the large questions about education and life that are the fulcrum of this course. And so teaching

Freshman Seminar can be a demanding and humbling experience for even the most accomplished professor. And design of the course must be such as to make this a feasible and enticing enterprise not just for the historian or the philosopher, but also for the specialist in management and in computer technology, the psychological counsellor and the choreographer.

Students pose a challenge to the success of our course in direct proportion to their need for it. The more narrowly and anxiously focused they are on using their college years to position themselves for that lucrative job, the more impatient they will be with the prospect of becoming educated. ("I've got important business to attend to. Don't waste my time with questions about the meaning of my life.")

Ample ink has been spilt detailing the profile of the present crop of freshmen: subjected without defense to upheaval in their families, fearful of manifold threats to their security, cynical about their self-righteous elders, priding themselves on their openness, their recognition that all views are of equal value, and their stoically modest ambitions, resentful of any exhortation that would encourage higher aspirations, they are a population decidely resistant to the wiles and seductions of higher education. For the active, disciplined, often painful pursuit of liberal learning requires the conviction that a human life is played out for the highest of stakes, and this is precisely the conviction that many of our youth want desperately to avoid. Between the lines of every college text are these words: "All views are emphatically not of equal value. Some few have that profound distinction of being true. But it will take great effort on your part to decide which views these are. Still, the task will be well worth the effort. For without the ability to discern the truth, there is nothing of value in your life. Read on. Think more deeply. You are embarked on a wonderful and infinite adventure—to the farthest reaches of the human mystery." For the past ten years, the purpose of our Freshman Seminar has been to open our students' eyes and hearts to these unwritten words.

In my hour presentation, I intend to review highlights of our experience in trying to deliver this course. I will be interested in addressing those who might wish to incorporate some of our approaches in their own Freshman Seminar. My presentation will focus on these questions:

1. Once you have decided to devote Freshman Seminar (in whole or in part) to an induction into college thinking, what curriculum do you adopt? Just what do you have your students do in class and outside it?

2. If my profile of today's (typical) freshmen is at all on target, how do we engage them in this course? What strategies have we developed for winning their interest and involvement?

3. If even the most seasoned faculty may be intimidated at the prospect of teaching our Freshman Seminar, what attracts them to the program, and what makes them return?

4. If the course has so seemingly vague a goal as induction into college thinking, how can we determine whether or not we are succeeding?

For more information, please contact Dr. Jeffrey Gordon, Department of Philosophy, SWT, San Marcos, TX 78666. (512) 245-2285.

SUSSEX COUNTY COMMUNITY COLLEGE

STRENGTH THROUGH EDUCATION

Program Title: "Get 'Em When They're Hot; Get 'Em When They're Not!"

Presenters: Janet Cutshall, Assistant Professor; Division Coordinator of Developmental Studies/Freshman Seminar Programs.

Heidi Gregg, Student Activities Coordinator; Freshman Seminar Instructor.

Students come to college with varied levels of motivation: some "Hot", some "Not!" At Sussex County Community College, these differences are recognized and addressed in Freshman Seminar, a sixteen-week extended orientation course required of all degree-seeking students.

The course is designed to capture students' attention, bridge their academic and social needs, and provide affective connections to the College, thus ensuring retention and success.

Interactive and collaborative exercises are used to provide meaningful learning experiences for the highly motivated students as well as for the fragile and reluctant students. The following are typical exercises and group experiences included in the course structure:

Course Wheel
Campus Scavenger Hunt
Lost on the Moon
Myers-Briggs Interest Inventory
Professor Interview
Scholarship Exercise
Library Group Think
Journal Journey to the Final
Group Teaching
Self-Directed Search
Test-taking Techniques
College-wide Novel Exploration
Lifeline Paper

These exercises and materials can readily supplement the standard themes of any college success *text thereby making the course and college exciting and applicable for the students no matter what their level of motivation.

College Hill, Newton, New Jersey 07860 (201) 579-5400

Contact person: Janet Cutshall, Assistant Professor
Division Coordinator Developmental Studies
and Freshman Seminar Programs
Sussex County Community College
One College Hill
Newton, New Jersey 07860
Office: (201) 300-2167
Fax: (201) 579-1620

*Our course has been taught successfully using David Ellis' "Becoming a Master Student" text or John Gardiner's, "Your College Experience."

SYRACUSE UNIVERSITY

COLLEGE FOR HUMAN DEVELOPMENT
DEPARTMENT OF CHILD AND FAMILY STUDIES

"Alone and Alienated Among the Masses: Strategies for Creating Community in the First-Year Experience"

Kenneth V. Hardy, Michelle Jensen-Summers, Tracey Laszolffy, Roxanne Hill

For many first-year students, the transition to college constitutes a shift from familiar to unfamiliar surroundings, including leaving relationships that provide unconditional emotional and psychological support. While first-year students often look forward to college with enthusiasm and excitement, many are unprepared for the loneliness and disconnection associated with difficulties in finding acceptance among new peers who span a variety of racial, socioeconomic, and ideological backgrounds.

Furthermore, these individual/interpersonal difficulties are compounded by barriers embedded within the structure and ideology of many institutions. The assignment of first-year students to large lecture classes, a disproportionate ratio of students to advisors, the absence of formal mechanisms in residence halls to facilitate communal living, and reliance on an individually based reward system are all factors that inadvertently interfere with students' ability to establish new connections and develop a sense of community.

This workshop, based on a first-year experience course at Syracuse University within the College for Human Development, will discuss strategies for creating a strong sense of community among first-year students. Participants will learn how loneliness and alienation can be successfully remedied through the creation of community. Special attention will be devoted to the importance of promoting: group interaction, cooperation and competition, and appreciation for diversity. Audiovisuals will be utilized.

Contact Person: Kenneth V. Hardy, Ph.D., Syracuse Univeristy, 206 Slocum Hall, Syracuse N.Y. 13244-1250, 315-443-9329

202 Slocum Hall | Syracuse, New York 13244-1250 | 315-443-2757 | FAX 315-443-2562

Texas A&M University-Corpus Christi

University Core Curriculum Program

6300 Ocean Drive, Corpus Christi, Texas 78412 512-994-5748 FAX 512-994-5810

FRESHMAN SEMINAR: LINCHPIN OF COURSE CLUSTER

Pamela H. Durrwachter, M.A.
Marilyn K. Spencer, Ph.D.

This presentation will describe the Freshman Seminar Program at Texas A&M University-Corpus Christi (TAMU-CC). This program is a two-semester course sequence, and serves as part of a four-course cluster each semester. It combines curricula on: (1) student success skills, (2) discussion and informal writing about content from the other courses in the cluster, and (3) self-discovery. It also includes, as do all courses in the core curriculum, an emphasis on the "University Theme," which is a device for integrating curricula concerning social, biological, political, and economic changes from our country's rural beginnings up to our contemporary urban society.

A quickly growing literature on the positive outcomes associated with the implementation of learning communities lends strong support to course clustering for fostering student persistence and educational attainment. At TAMU-CC, the clustering carves out smaller learning communities from traditional large lecture courses. A cluster includes two lecture courses and freshman writing, with the freshman seminar reinforcing the interconnections. The two lecture courses -- with enrollments of up to 250 students -- have been designed and selected to create touch points of related content areas. Learning communities of up to 25 students co-enroll in the appropriate, paired freshman writing and freshman seminar courses.

GOALS, OBJECTIVES & STRATEGIES

The goals of the core curriculum at TAMU-CC include enhancing six skill areas. These skills are: writing, reading, speaking, listening, mathematical competency and critical thinking.

In addition to skill areas, the core curriculum provides for the development of four perspectives -- ways in which the students perceive the world and their role in it:

1. The individual in relation to the larger society and the world, with emphasis on understanding contrasting views

2. The principles and ethics that govern human interaction in society and the production of goods and services

The Island University . . . home of academic excellence and diversity since 1947

3. The phenomena of the physical world and the relationship of the individual and society to it

and

4. The relationships among abstract quantities

Freshman Seminar initiates skill development in all areas listed above except mathematical competency, and also begins the process of enhancing perspectives (1) and (2).

STUDENT LEARNING. We expect freshman seminar to affect student learners in the following ways: (a) greater comfort and efficiency in working with groups, (b) enhanced confidence in learning ability, (c) increased ability to find, access and discern the value of information, and (d) earlier and easier progress through the stages of intellectual development.

During this presentation, we will describe the use of "learning logs," classroom discussion, textbook topics, self-assessment instruments, the required major project, and the University theme in delivering the course content. We will also describe: (1) the pedagogy that develops a sense of community among the students, and (2) the faculty training and support necessary for successful operation of a freshman experience with this particular design.

Contact person: Marilyn K. Spencer
Director, University Core Curriculum Program
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412
512-994-5748

TIFFIN
UNIVERSITY

Title of Presentation: Addressing Transitional Needs for Students Through A Math Oriented Case Study

Presenters Name: Rebecca Fox

There are several factors that affect the success and retention of "At-Risk" students: academic preparedness, college preparedness, out of classroom contact with faculty, and becoming connected with the university and community. Tiffin University has developed a program called LEAP that addresses these four major factors. In August during a 10 day period the students who have a 2.00 or below GPA are introduced to college life by attending math, English, and study skill classes, given assignments, and experiencing dormitory life. The emphasis of the program is to establish personal bonds among the students and with faculty members of the university. By developing this bond and providing additional instructional assistance in difficult subject areas such as English and mathematics, the at-risk student gains confidence in themselves and their academic abilities. The commitment to the four factors that affect the success of at-risk students is evident in every aspect of the mathematic course that is taught during the LEAP program.

The mathematic course emphasizes collaborative thinking by working in groups on a case study. Group work establishes a bond between students and decreases the anxiety of individual failure. The methodology of a case study focuses on using mathematics in a real life situation. The case study presents a problem of developing a budget that will enable the student to finance a car, set up an annuity for a house, pay utilities, and afford an apartment on an entry-level salary. By making contact with local car dealers and insurance agents, the students become connected with the community outside the university. Students focus on the presented problem rather than on their fear of algebra. Through a guided approach by the instructor, the students calculate advanced algebra formulas with precision and confidence. Through the close contact between students and instructor during the case study, success is achieved academically and personally. The most important aspect of the case study is the confidence students achieve in their math abilities which carry over into their first official math course in the fall semester. These students have an advantage over others because they know their instructor, understand what is expected of them, and are confident in their abilities.

Contact Rebecca Fox at address and phone number below.

155 Miami Street Tiffin, OH 44883-2161 (419) 447-6442 Fax (419) 447-9605

TRIDENT TECHNICAL COLLEGE

Post Office Box 118067 ■ Charleston, South Carolina ■ 29423-8067

The Odd Couple: Sparking a Good Marriage Between Academic Affairs and Student Affairs

Presenters: Louise Ettline
Dean of Central Advising and Orientation

Pat Gibson
Dean of Learning Assistance and Testing Services

Collaboration between Academic Affairs and Student Affairs has never been a hallmark in higher education. In fact, members of each community seem to have an inherent distrust of each other creating a chasm where students fall and are never heard from again. In today's world of funding cuts to higher education, the very existence of Student Affairs is being closely scrutinized. Effectiveness and accountability are being challenged while cost versus need is being questioned.

The Student Success Center at Trident Technical College is administered by Student Affairs and is a unique blend of services designed to address the issue of retention. It relies on support from both Academic Affairs and Student Affairs.

Faculty use Testing Services for make-up test administration; they volunteer to tutor in Learning Assistance Services; and they are employed in Central Advising Services to provide initial academic advising to freshmen. Faculty negotiate appropriate accommodations for students with disabilities with Counseling Services and they come to the Center for advisor training and new faculty orientation.

The Student Success Center also offers the only two courses administered outside of Academic Affairs. The courses are taught by both Center staff and faculty. While administered thorough Student Affairs, the courses and teaching staff meet the expected standards of all courses offered for credit at the College.

The results of this collaborative effort are stronger communications and a better understanding between Academic Affairs and Student Affairs. Faculty have a more comprehensive knowledge of the services offered at the College and have become advocates of Student Affairs. Student Affairs staff have developed a sensitivity to faculty concerns. Communications links using e-mail have facilitated stronger and more accurate information exchanges.

The benefactors of the renewed strength within the College are the students. Academic Affairs and Student Affairs work together to provide well coordinated services for students to be successful during and after their college experience.

CONTACTS

Louise Ettline CD-M
Trident Technical College
P.O. Box 118067
Charleston SC 29423-8067
(803) 572-6086
FAX: 803-569-6645
E-Mail: zpettline@trident.tec.sc.us

Pat Gibson SS-M
Trident Technical College
P.O. Box 118067
Charleston SC 29423-8067
(803) 569-6411
FAX: 803-569-6645
E-Mail: zpgibsonp@trident.tec.sc.us

U·A·L·R
COLLEGE OF EDUCATION
Office of the Dean

How Financial Aid Influences Freshman Enrollment and Persistence

Patricia Somers, Ph.D.
Associate Professor of Higher Education
University of Arkansas at Little Rock

How does student aid influence whether a first-year student enrolls in and persists at **your institution**? Results from previous research has been contradictory, and used primarily national, rather than institution-specific data. Further, commercially available services that measure student price response can be costly.

This presentation focuses on four issues:

1) An easy and inexpensive method to study institutional student price response in enrollment and persistence decisions for freshman (and for other students as well).

2) The results from institutional studies of student price response in enrollment and persistence for the first-year entering classes of 1989, 1992, and 1993; and an interpretation and application of the results.

3) A brief explanation of how price response measures can be used in financial planning models, and an example how this has been done effectively.

4) A discussion of how student price response should influence financial aid packaging and institutional financial policies.

Participants in this session will understand more broadly how aid can be used to promote freshman enrollment and persistence. Further, participants will be given information on how to perform student price response research at their institutions and use the results of such research.

Biosketch

Patricia Somers is Associate Professor of Higher Education at the University of Arkansas at Little Rock. She received her Ph.D. from the University of New Orleans in 1992, and won the Melvene Hardee Dissertation of the Year Award from the National Association of Student Personnel Administrators for her research on student aid. She has published extensively on student enrollment, legal, and international issues in journals such as the *Journal of Freshman Year Experience*, *Journal of College and University Law*, *Educational Record*, and the *Journal of Student Financial Aid*. She is currently researching how student debt load influences career and educational choices, legal issues related to bankruptcy and student loan defaults, and higher education in the Middle East.

UNIVERSITY OF ARKANSAS AT LITTLE ROCK • 2801 S. University • Little Rock, AR 72204-1099 • (501) 569-3113/FAX 569-8694

The University of Dayton

An Integrated Approach to First-Year Experience: Mission, Curriculum, Student Development, and Program Design

Dr. Patrick F. Palermo
Associate Provost for Undergraduate Education
University of Dayton
300 College Park
Dayton, Ohio 45469-1634
(513) 229-2245
FAX (513) 229-2009
e-mail: palermo@picard.admin.udayton.edu

Abstract

The First-Year Experience at the University of Dayton is an integrated educational program based on the University's distinctive mission. The program consists of the systematic coordination of three elements: a First-Year Experience seminar, a curriculum of integrated general education courses, and a variety of Student Development programs and services offered by an essentially residential university. The University has revised its general education requirements to achieve integration and coherency through a collaborative, interdisciplinary model. Based on the University's mission, this curriculum has become the foundation for reintegrating academic and campus life to achieve clearly articulated educational goals. This presentation will walk you through a highly successful first-year experience program from the conception of integrated learning to the actual and practical application to program design. Participants will receive applicable information and handouts from each area.

ASSOCIATE PROVOST FOR UNDERGRADUATE EDUCATION
300 College Park Dayton, Ohio 45469-1634
(513) 229-2245 FAX 229-4545

University of
Indianapolis

University Advising
1400 East Hanna Avenue
Indianapolis, Indiana 46227-3697

(317) 788-3357
FAX: (317) 788-3383

TITLE: The Good, the Bad, and the Ugly: An FYE Case Study

PRESENTERS: Mary Beth Bagg, *Director of University Advising, Associate Professor of German*
Katherine Hendrix, *New Student Experience Program Assistant*

ABSTRACT

Just because the saying goes: "You can't please all of the people all of the time," it does not mean that one shouldn't keep trying. At the University of Indianapolis, members from across the campus community have focused heavily in the past two years on a comprehensive first-year program. We will share "the good, the bad, and the ugly" from both an administrative and a student perspective.

Highlights of the session will include programming for prospective students; individualizing registration of new students; integrating new student orientation weekend; designing the New Student Experience course; identifying and training New Student Faculty Advisors; training faculty, staff and students; planning and implementing campus events; and assessing these programs. The presenters will focus not just on the positive and successful aspects of this reengineering feat, but also on some of the lessons learned along the way. And there have been many!

The overall goals of this presentation are to:

- focus on various aspects of new student programming at the University of Indianapolis
- outline areas for investigation when designing new programs
- explore the logistical and organizational issues involved in serving approximately 500 new students a year
- offer suggestions for examination of similar programs

For More Information Contact:

Mary Beth Bagg
University of Indianapolis
1400 East Hanna Avenue
Indianapolis, IN 46227-3697

Director of University Advising
Associate Professor of German
E-mail: BAGG@GANDLF.UINDY.EDU
1-800-232-8634 (ext. 3375)

Notable features of the Iowa plan are its emphasis on student responsibility and its availability to undecided students. Students agree to monitor their progress so that they stay on track for four-year graduation. Students must also notify department heads in writing if a required course is unavailable.

Since Iowa encourages entering students to declare Open (undecided) majors, they are eligible for the plan as long as the majors they eventually choose can be completed within the original four-year time span.

This presentation features a case study of Iowa's Four-Year Graduation plan, and identifies crucial issues of policy and logistics that arise in any four-year planning effort, including:

Defining policies and procedures

Developing publications

Training professional and faculty advisers

Developing tracking and reporting systems

Electronic recordkeeping

Communication with students

Developing a public relations program

Estimating program costs

THE UNIVERSITY OF IOWA

Developing and Implementing a Four-Year Graduation Plan

John Folkins, Associate Provost for Academic Review and Academic Support Services, The University of Iowa

Juliet Kaufmann, Director, Academic Advising Center, The University of Iowa

ABSTRACT

Interest in four-year graduation plans is increasing dramatically at public colleges and universities throughout the country. State Legislatures, system governing boards, and academic administrators are attempting to address public concerns about the time and money required for graduation by requiring their universities to create four-year graduation plans.

In March 1995, with the support of the Iowa Board of Regents, the University of Iowa began to develop its four-year plan. Ten weeks later, the plan was up and running for entering students at Orientation. The plan was written to be inclusive, and more than 52% of entering first-year students signed up.

The Iowa plan guarantees availability of the courses and academic advising needed for graduation, but it does not provide priority registration to participants. The University offers various remedies, including free tuition in a later semester, for required courses not available in a timely manner for those on the four-year plan.

Benefits of the plan to date include increased attention to advising as an institutional priority, increased resources for advising, favorable reaction from the public, and an average increase of .24 semester hour in the course loads of entering first-year students. Drawbacks include pressure on students to make unwise decisions about course loads or course sequences; opportunities for misunderstanding or misinformation; tracking problems and tracking errors; expense of tracking and notification; pressure on students not to take double majors, coop, or other fruitful educational options; and so forth.

The plan was developed by a committee chaired by the Associate Provost for Academic Review and Academic Support, which included the Associate Provost for Student Services, the directors of Admissions, Financial Aid, and Academic Advising, the Registrar, and the Associate Dean of the College of Liberal Arts.

Undergraduate Academic Advising Center | 101 Dey House, 3100 Burge Hall | Iowa City, Iowa 52242-1000, Iowa City, Iowa 52242-1214 | 319/335-3148, 319/335-1975

ABSTRACT "Culture Shock and the Freshman Year Experience"

Academic faculty and Student Affairs professionals have provided numerous theories and conceptual models describing the experiences traditional-aged first-year students have as they successfully adjust to college life. It is imperative for all educators to understand the environmental dynamics that influence the experiences of new students. Campus resources and programs can and should be structured to assist these students in their efforts to become successful and well-adjusted members of their new college or university community.

This program will present an untested viewpoint which will help participants better understand the trials and tribulations of the freshman year experience. Each college and university is comprised of a kaleidoscope of traditions, mores, and cultural characteristics which define the context of the campus community. Morgan (1991) stated that "the nature of an institution of higher education is as much a matter of its culture as its organizational structures, policies and practices". Although these characteristics help establish a sense of pride and connectedness among established community members, the campus culture can seem foreign and intimidating to new members. In many ways, we do not help new students make successful cultural transitions as they enter this new campus environment.

In his 1987 study of American higher education, Ernest Boyer concluded that "new students have little sense of being inducted into a community whose structure,

Housing Administration

1500 Student Activities Building
Ann Arbor Michigan 48109-1316

Phone 313 747 3048
Fax 313 763 2313

privileges and responsibilities have been evolving for almost a millennium" (p. 43). Put simply, first-year students are moving from one culture (their home and high school) into the university culture, and the adjustment process they experience is culture shock.

Housing Administration

1500 Student Activities Building
Ann Arbor
Michigan
48109-1316

Phone
313 747 3048
Fax
313 763 2313

Lewis and Jungman (1986) define culture shock as the experience of losing self-confidence and functional effectiveness when people find themselves in a foreign culture. The conflict between their own cultural values and behavior and those of the host culture can result in resistance to adaptation, discouragement and loss of self esteem.

This program will use Gullahorn and Gullahorn's "W-Curve" culture-shock model to describe the adjustment stages many first-year students may have as they enter the culture of their college or university. These stages include the Honeymoon stage, the Culture Shock stage, the Initial Adjustment Stage, the stage of Mental Isolation and Acceptance and Integration.

Participants in this workshop will have an opportunity to investigate the cultural characteristics of their own campus and how they assist or impede freshman adjustment.

Center for Academic Development

University of Missouri-Kansas City
Student Academic Support Services Building
5100 Rockhill Road
Kansas City, Missouri 64110-2499

816 235 1174
Fax 816 235-5156

UMKC

Supplemental Instruction: Improving First-Year Student Success in High-Risk Courses

Deanna C. Martin, Ph.D. and F. Kim Wilcox, Ph.D.

Metropolitan Area Schools Project
816 235-5405

Student-Athletic Academic Support
816 235-1164

Supplemental Instruction (National Dissemination)
816 235-1166

Supplemental Instruction (UMKC Program)
816 235-1313

Upward Bound
816 235-1115

ABSTRACT

Developed by the University of Missouri at Kansas City, Supplemental Instruction (SI) is an academic assistance program that increases student performance and retention. The SI program targets traditionally difficult academic courses--those that have a high percentage rate of D or F grades and withdrawals--and provides regularly scheduled, out-of-class, peer facilitated sessions. SI does not identify high-risk students, but rather identifies high-risk classes. National research studies over the past decade from 146 institutions (2,875 college courses) document the following benefits for SI attendees: higher course grades (one-half to one full letter grade), a lower percentage of course withdrawals, higher semester re-enrollment rates, and higher graduation rates.

Assistance begins the first week of the term. During the first class session, the SI leader describes SI and surveys the class to establish a schedule for SI that will be convenient for most students who show interest. From these surveys, the SI leader schedules three or more SI sessions per week. SI sessions typically occur in classrooms near the course classroom instead of in a learning center. SI sessions are open to all students in the course and attendance is on a voluntary basis. SI leaders are students who have demonstrated competence in this or a comparable course. SI sessions are composed of students of varying abilities and no effort is made to segregate students based on academic ability. Since SI is introduced on the first day of classes and is open to all students in the class, SI is not viewed as remedial.

The SI leaders are the key people in the program. They are presented as model "students of the subject." As such, they present an appropriate model of thinking, organization and mastery of the discipline. All SI leaders take part in an intensive two day training session before the beginning of the academic term. This training covers such topics as how students learn as well as instructional strategies aimed at strengthening student academic performance, data collection and management details. SI leaders attend all class sessions, take notes, read all assigned material, and conduct three or more 50-minute SI sessions each week. The SI session integrates "how-to-learn" with "what-to-learn." Students who attend the SI session discover appropriate application of study strategies, e.g., note taking, graphic organization, questioning techniques, vocabulary acquisition, and test preparation, as they review content material. Students have the opportunity to

an equal opportunity institution

become actively involved in the course material as the SI leaders use the text, supplementary readings, and lecture notes as the vehicle for learning skill instruction.

The SI supervisor, an on-site professional staff person, implements and supervises the SI program. This person is responsible for identifying the targeted courses, gaining faculty support, selecting and training SI leaders, monitoring the quality of the SI session, and evaluating the program. The SI leaders meet as a group with the SI supervisor at least three times during the term for follow-up and problem-solving.

SI students earn higher course grades and fewer withdrawals than non-SI participants. Also, data demonstrate higher re-enrollment and graduation rates. Faculty and staff from nearly 600 institutions from the U.S. and abroad have been trained to implement SI.

In the early 1980's, and again in 1991, the SI model was certified as an Exemplary Educational Program by the U.S. Department of Education. Since that time, the University has received grants through the National Diffusion Network, a division of the U.S. Department of Education, to help other colleges and universities implement the model.

Contact Person:
F. Kim Wilcox
University of Missouri-Kansas City
5100 Rockhill Road, SASS 210
Kansas City, MO 64110-2499
(816) 235-1178
(816) 235-5156 (fax)
fkwilcox@cctr.umkc.edu

University of Missouri-Rolla
Minority Engineering Program

BRIDGING THE DIVERSITY GAP THROUGH COLLABORATION

Mr. Floyd Harris
Ms. Lenell Allen

ABSTRACT

In the early 1970's, the University of Missouri-Rolla became increasingly concerned about the lack of minority students pursuing technical degrees, particularly in the field of engineering. The barriers to students initially appeared to be clear-cut: no tradition of engineering in the minority community and thus no models on which to pattern; no extensive financial resources to conduct studies in the non-urban settings characteristic of many of the major technical universities; and a limited educational background in the sciences and mathematics. The University decided to design a program to address these issues and to seek the support of industry for expertise and funding.

The Minority Engineering Program (MEP) provides a number of services to increase a student's success in completing an engineering degree. These services include scholarships, a seven-week pre-engineering summer enrichment program, academic and personal counseling, tutorial services, career workshops, motivation and study skills presentations, and employment placement. In time, computer science was accepted as a supported field of study, but originally the targeted population was one of academically qualified scholars in the field of engineering.

MEP scholars are carefully chosen for their potential for success, based on class rank, national test scores and a personal interview. While these are all talented students, many have inadequate academic preparation for the study of technical material. The seven-week program of college-level courses in mathematics, chemistry and English is a prerequisite to success.

All scholars are housed on campus and all instruction is carried out in campus classrooms. While the primary objective of the seven-week summer institute enrichment program is to strengthen the participants' academic preparation in mathematics, science and English, this period is extremely important for course registration, orientation to the university, academic advising, diagnostic testing, housing arrangements, and establishing friendships with peers. It sets the foundation for the working relationships the students will form with members of the program, staff, and the university community.

The value of this program cannot be overemphasized. Not only does it demonstrate the intent of the University of Missouri-Rolla to address a major problem, it also meets the final acid test. It works. Nothing shows this more decisively than the success rate for graduation and retention.

107 Norwood Hall ◆ 1870 Miner Circle ◆ Rolla, Missouri 65409-0150 ◆ Telephone (314) 341-4212
FAX (314) 341-4890 ◆ e-mail: rlc@shuttle.cc.umr.edu

an equal opportunity institution

RESULTS

Research done by the National Action Council for Minorities in Engineering (NACME) cites UM-Rolla as one of the 15 schools in the nation to have an above-average graduation rates for minority freshmen and sophomores for the years 1980-1990. This study also shows UM-Rolla with above-average numbers of graduates in engineering annually and above-average relative retention indices, 52.0 and 64.09, respectively. A key component to high retention is getting students off to a good start--which we accomplish through our seven-week, pre-college enrichment program.

One demonstration of our program's success is made by comparing the graduation rates of MEP Summer Institute scholars to non-participating minority students, and to all engineering students at UMR. For the combined years of the entering classes of 1982, 1983 and 1984, the MEP Summer Institute students maintained a retention rate of 56 percent, compared to a rate of 35 percent for non-MEP minority students, and 55 percent for all engineering students. MEP Summer Institute scholars also tend to earn a higher grade point average than other UMR students during their first semester as the following table shows:

FALL TERM GPA 1988-1995

TERM	ALL FRESHMAN	1ST TIME FRESHMEN IN ENG	MEP FRESHMEN	ALL MINORITY ENG
FS 88	2.51	2.691	2.78	2.170
FS 89	2.59	2.61	2.59	2.22
FS 90	2.67	2.67	2.75	2.50
FS 91	2.69	2.70	2.71	2.68
FS 92	2.77	2.77	2.37	2.29
FS 93	2.91	2.91	2.87	2.65
FS 94	2.84	2.83	2.81	2.71
FS 95	2.98	3.01	3.52	3.13

Mr. Floyd Harris, Director
Minority Engineering Program (MEP)
University of Missouri-Rolla
107 Norwood Hall
Rolla, MO 65401
(314) 341-4212

Ms. Lenell Allen, Assistant Director
Minority Engineering Program (MEP)
University of Missouri-Rolla
107 Norwood Hall
Rolla, MO 65401
(314) 341-4212

UNIVERSITY OF MISSOURI-ROLLA
Missouri's Technological University

Freshman Engineering Program

101 Basic Engineering Building
Rolla, MO 65401-0249
Telephone: (573) 341-4847
FAX: (573) 341-6593
e-mail: cdfritz@umr.edu

YOUR'S, MINE, AND OUR'S:

Keys to Success for Freshman Engineers, Scientists, and Mathematicians

Moderator

C. Dale Elifrits, Associate Director, Freshman Engineering Program, University of Missouri-Rolla

Panelists

Ronald L. Miller, Director of EPICS, The Colorado School of Mines
Raymond B. Landis, Dean of Engineering, California State University, Los Angeles

One of the most useful activities in which we have all participated at past offerings of this conference has been the informal exchange of ideas and experiences. This session is designed to "semi-formalize" such an exchange with specific emphasis placed on concerns related to the success of the freshman student who is entering a program in engineering, science, or mathematics. This program session will be conducted as a panel discussion and an audience "bring-and-share" session. The panelists will open the session with a few plenary comments based upon their unique experiences. They will direct these remarks to parts or all of the following issues: ***Nota bene*** Handouts summarizing these remarks will be provided.

1) How do academic advisors in engineering and science programs interact with counseling center and student affairs personnel to enhance student success?
2) What can advisors learn from a freshman student's high school transcript that will enhance that student's success?
3) What is the most pressing problem that you face in facilitating success for your freshman students in engineering or science? What is your solution(s)?
4) What innovative orientation of "intro" course structures have you tried for freshman engineering and science majors?

Following these brief remarks, an open discussion with input from attendees at the session will allow an opportunity for sharing and evaluation of potential solutions. It is anticipated that all in attendance will be active participants in this session and that each will bring examples of triumphs, successes, failures, frustrations, and new ideas to share. However, if you do not believe that you are prepared to participate in the discussions, please do not hesitate to join the group! A block of one and one-half hours will give us an opportunity to start this all-important exchange, and we hope that conversations will continue well past the end of this year's conference.

Contacts with the panel members may be made using these numbers or addresses:

C. Dale Elifrits: (573) 341-4847, FAX (573) 341-6593, e-mail: cdfritz@umr.edu
Ronald L. Miller: (303) 273-3592, FAX (303) 244-5707, e-mail: rlmiller@mines.colorado.edu
Raymond B. Landis: (213) 343-4500, FAX (213) 343-4555, e-mail: rlandis@calstatela.edu

an equal opportunity institution

The University of North Carolina at Wilmington
601 South College Road
Wilmington, North Carolina 28403-3297

The Learning Center
910-395-3549

The Idea of a University: Transforming Freshman Seminar

David Abbott, Academic Advisor
Student Academic Support Programs

Tom MacLennan, Director
The Learning Center

Yousry Sayed, Director
Student Academic Support Programs

The Freshman Year Seminar at UNC-Wilmington began in 1987 as a required course for students with provisional acceptance into the university and it carried one hour academic credit. Over the next several years, it grew to a three credit hour elective, available to all undergraduates. In the spring of 1995, a university-wide Freshman Seminar Committee, chaired by the Associate Vice Chancellor for Academic Affairs, met and made a number of recommendations that transformed the Freshman Year Seminar in a number of significant ways:

(1) The number of sections offered was increased to 25 sections with a maximum of 25 students each, accommodating about half of the freshman class.
(2) The number of credit hours was reduced from three to two for the following reasons:
   (a) to facilitate recruitment of departmental faculty by reducing the required service commitment and easing scheduling conflicts;
   (b) to meet faculty objections to granting three hours credit to a "non-academic" course;
   (c) to address some of the components of the course through supplementary skills workshops and activities outside the classroom.
(3) The new course was designed to address all aspects of retention for well-prepared and at-risk students alike. It focused on integrating new students into the university community, introduced them to the services available to them, provided them with supportive peer and mentor contacts, sharpened academic skills, assured student access to computer information and communication systems, and developed habits and values which brought to life for them the "idea of a university."

Teaching · Research · Service

A constituent institution of The University of North Carolina · C. D. Spangler, Jr., President
An equal opportunity/affirmative action employer

This presentation will address how these changes were implemented through (a) a revised training program, (b) broadened faculty recruitment efforts, (c) improved communication among program coordinators and instructors, and (d) increased focus on electronic communications. We will also present data on the relationship between our freshman year seminar and student retention over the past five years.

Dr. Tom MacLennan
The University of North Carolina at Wilmington
The Learning Center
910-395-3754
601 South College Road
Wilmington, North Carolina 28403-3297

UNIVERSITY OF NORTHERN COLORADO

ARTS AND SCIENCES ADVISING CENTER
GREELEY, COLORADO 80639
(303) 351-2751

Title: Learning Communities of Choice for First-Year Students

Presenters: Phyllis Endicott, Becky Edgerton, and Sharon McMorrow

ABSTRACT

During the past four years, the University of Northern Colorado, a multipurpose Doctoral I University enrolling approximately 10,000 students annually, has created two different Learning Communities designed to ease the transition into academia for first year students and to improve their retention and success rates. Both programs have succeeded in meeting these goals and in developing strong connections among faculty, students, and staff. Using existing instructional FTE and supportive resources such as the Arts and Sciences Advising Center and Supplemental Instruction (SI), the different program configurations meet different needs and objectives for the incoming students who choose to participate.

The UNC Cluster Program was created in fall, 1992, as a highly cost-effective way to provide a supportive atmosphere for freshmen and to help them derive more meaning from their experience with general education. Twenty-five students voluntarily enroll in each of nine thematic clusters of general education courses during the first semester of their freshman year. The choice of clusters varies each year and includes such topics as American Studies, Diversity in America, World Cultures, Society and the Environment, People in the World Around Them, The World of Science, and Women and Men in Society. Every cluster is composed of existing classes which satisfy general education requirements, including the base class, College Composition. The faculty meet together before the term begins to determine connections that can be made among their courses. Then, during the school term, faculty and students from each cluster meet separately outside of class, once a month, for relaxed conversation about the cluster theme. In this way, students get to know each other and university faculty quickly on a more personal basis. Participants enjoy studying together, and they begin to draw connections of their own among the classes. At the end of the semester, the students write a final integrative essay designed to demonstrate their ability to show relationships among the classes. Because they leave the first semester enjoying a group of friends interested in similar topics, feel comfortable talking with faculty, and take with them a model for integrating their course work, Cluster students tend in general to have higher retention rates than their non-program peers.

QUALITY • DIVERSITY • PERSONAL TOUCH
COMMITTED TO AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

While overall retention and success rates were excellent for most participants during the Cluster Program's initial year, results for the high-risk students involved were less positive. Therefore, a new learning community, the Academic Advantage, was developed during 1993 open to all new students but designed to provide additional academic and personal support appealing to students with lower entering high school test scores and grades. Advantage offers a mini-cluster of courses that connects four elements: paired general education classes (English composition and one additional class); a one-credit new-student orientation seminar taught by the English instructors for the students in their composition classes; extra tutoring and academic advising from the English instructors for their students; and academic, personal, and career advising from professional staff and trained peers at the A&S Advising Center. Starting in 1993, this added Advising Center support was offered to high-risk Cluster students as well. Intended to attract heterogeneous enrollments, the Advantage design appeals not only to high-risk students but also to students whose declared majors prescribe a substantial core of required course work during the first term in college (such as nursing and physical sciences). These students do not have room in their schedules for the nine to twelve hours of course work offered in the Clusters, but they can use the seven hours of Advantage course work as a foundation for specialized work in their majors.

Like the Cluster Program, Advantage uses existing FTE in a creative, cost-effective way to support University freshman retention goals. Offering course selections appropriate for many majors, both programs seek to involve innovative faculty who are committed to teaching freshmen and willing to work with each other and the program coordinators to meet students' diverse needs. By enrolling students in linked classes, both programs also encourage writing in the disciplines and promote opportunities for the formation of study and friendship groups. Usually two or three courses in Cluster and Advantage feature extra peer tutoring support from the University's Supplemental Instruction (SI) program, which targets the most academically challenging and important large general education classes. Following an established and well-researched national model, SI helps participants acquire critical thinking skills, learn on a more meaningful level, and develop academic habits of mind which promote long-term retention. With the support of the A&S Advising Center and SI, both the Cluster and Advantage Programs provide a welcoming and supportive environment for new students and foster improved retention and higher GPAs for participants. Through their linked classes and coordinated activities, both these learning communities succeed in forging strong bonds between new students and the institution. Other schools may easily adapt these models, connecting existing resources to meet the needs of their own student body.

Contact person: Phyllis Endicott, Director: A&S Advising Center, Universtiy of Northern Colorado, Greeley, CO 80639 970-351-2751

UNIVERSITY OF SOUTH CAROLINA

Academia in Residence - Sparking a Renewal

DIVISION OF STUDENT AFFAIRS
DEPARTMENT OF HOUSING

Gene Luna, Ph.D.
Director of Housing
University of South Carolina

Melani Miller
Associate Director of Housing for Residence Life
University of South Carolina

Gretchen Koehler-Shepley
Associate Director of Housing for Administration
University of South Carolina

Campus housing programs have a legacy of residence education, providing quantities of special interest activities designed to enhance community, develop personal responsibility, appreciate differences, build leadership and other interpersonal skills, and sometimes even to promote academic achievement. However, we have been remiss in maintaining a consistent, measurable focus on student learning in the residence halls. Does it happen, how it happens, where it happens, why it happens, when it happens? These are questions for which answers are often speculative at best.

While not losing sight of the positive impact we can have concerning community and leadership development, social justice issues, and other personal growth opportunities for students, we have made a conscious decision at the University of South Carolina to make student learning the priority in our residence halls. What we have found in the early part of this journey is that to engage the collaboration of our campus partners in academic affairs, we must be willing to relinquish some control, reallocate financial and physical resources, and moderate our own strong egos.

From the development of a volunteer tutoring program to a $3 million residential college initiative and some other initiatives in between, we have been reasonably successful over the last two years in beginning to shift the residential culture at USC. However, culture shifts are difficult and we are in the early stage of this process. Our presentation will focus on the success and the difficulties we've encountered along the way. Each day is truly a new dawn, and our sober reflections don't always illuminate the path on which we're traveling. However, we continue our march in what is hopefully a planned, organized and orderly manner.

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-4283 • FAX 803/777-4349

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

The presenters will initially give an overview of our academically related residence programs, followed by a more detailed discussion of the process of development for one or two of the initiatives. Following this, participants will join a discussion of strategies to effect learning communities in collaboration with faculty, hopefully citing examples from their respective campuses. A bound booklet covering general issues and detailed descriptions of initiatives at USC will be provided. Participants will learn strategies to engage faculty into planning and participating in student led residential programs. Discussion will also focus on issues of administrative control and competing egos so participants will understand some of the challenges in developing effective collaboration with faculty and academic affairs administrators.

Gene Luna currently serves as Director of Housing at USC. In addition, he is a clinical faculty member in the College of Education, teaching in the department of Education Policies and Leadership. Dr. Luna has provided leadership for involving faculty in residence education for the last 12 years at the University of Florida, University of Georgia, and currently, at the University of South Carolina.

Ms. Miller has served in a variety of leadership roles for residence education at the University of South Carolina since 1982 and currently serves as associate director of residence life. In this capacity, she is leading the renewal of residence life with a more academic focus through the partnerships she has established with the Provost's office, the National Resource Center for the Freshman Year Experience, and numerous members of the USC faculty. Gretchen Koehler-Shepley has served in her current capacity since 1993 having joined the USC housing department in 1990. Previously, she worked in residence life at SUNY-Oswego and Wartburg College. In addition to her current responsibilities, she is pursuing her Ph.D. in Sociology.

Contact Person
Gene Luna, Ph.D.
University of South Carolina
1215 Blossom Street
Columbia, SC 29208
803-777-6911

UNIVERSITY OF SOUTH CAROLINA

DEPARTMENT OF ENGLISH

Blaming the Victim: How We Encourage First-Year Students to Hate Poetry and What We Can Do About It

Presenters: Vincent King--3304 Wheat Street Columbia, SC 29205
(803) 771-8780
Randy Smith

When first-year college students encounter poetry in the classroom--if they encounter it at all--it is generally taught according to an "anthology model." In other words, the class generally skips from one unrelated poem to the next while the teacher, much like a sideshow magician, pulls imagery, symbolism, and meaning out of his or her proverbial hat. This approach encourages student passivity and reinforces the notion that teachers read "too much" into literature. We believe that students often dislike or misunderstand poetry, at least in part, because we mystify its processes, substituting teacher authority for continuity and context.

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-4204 • FAX 803/777-9064

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

Our session will focus on two classroom-tested strategies designed to counter students' ambivalence and even hostility toward poetry. The first strategy includes rejecting the anthology approach in favor of a depth model where students study a volume of poetry or a series of thematically related poems. We will relate our experiences teaching volumes of poetry to first-year students, including our use of reviews, statements by the poet, critical articles, videos, and regular writing assignments.

The second strategy attempts to show students how poetry relates to their lives. After reading a series of poems and essays about poetry, students use journals to begin fashioning their own ideas about the purpose, value, and responsibilities of poets. Finally, we detail a series of assignments centered around bringing a poet (or group of poets) to class to read their work and to answer questions. These assignments allow students to re-examine their ideas about poets and poetry, to address questions concerning intention and meaning, and to experience poetry and the poetic process firsthand.

THE UNIVERSITY OF SOUTH CAROLINA

Department of Electrical
and Computer Engineering

Columbia, SC 29208

Building Community through Teamwork and Technology: Innovations in Freshman Engineering Courses

Program Chair: Etan Bourkoff, Ph.D., Professor, Electrical and Computer Engineering, University of South Carolina (Telephone: 777-7732)

Elisabeth M. Alford, Ph.D., Director, ECE Writing Center Satellite Program, Department of Electrical and Computer Engineering, University of South Carolina

Abstract: Freshman year courses in the engineering curricula are being revised to make them valuable introductions to the engineering community and to concepts and technology in the discipline. As teamwork, written and oral communications skills, computer skills, and abilities to generate enhanced graphical presentations are now essential in engineering, the new approach to first year engineering courses gives students hands-on and practical experience in all of these areas.

In two sections of Engineering 101 at the University of South Carolina, students are grouped into teams and given a number of team assignments. Each of these assignments is designed to prepare students for the collaborative efforts in research, design, and report writing required in upper level engineering courses. For example, one assignment required students to take a Myers-Briggs personality test on-line, to study the team's composition based on the personality types represented, to examine the relationship between personality type and leadership, to collaborate in writing a team report on their study, and to e-mail the report to the professor. Another assignment required student teams to analyze an article on a current engineering topic, use computers to design a graphical presentation on that topic, and present a team oral report on the article. In addition, students use teams to complete MathCAD and Maple assignments which prepare them for math applications in engineering.

This presentation describes the above mentioned sections and activities, including student team building, using writing-to-learn concepts in the freshmen engineering class, cooperative efforts between faculty and Writing Center staff to help students learn to write collaboratively, and approaches for introducing freshmen to state-of-the art computer and graphics technologies. Examples of students' team reports, to be presented at the session, demonstrate an increasing level of student proficiency in technical writing, report design, computer use and graphics presentations. Student evaluation of the course will also be discussed.

USC Aiken • USC Beaufort • USC Coastal Carolina • USC Columbia • USC Lancaster • USC Salkehatchie • USC Spartanburg • USC Sumter • USC Union

An Affirmative Action / Equal Opportunity Institution

UNIVERSITY OF SOUTH CAROLINA

COLLEGE OF EDUCATION

Developing Case Studies for Use in Freshman Seminars

Michael F. Welsh
Margaret Anliker
Mark Shelley

ABSTRACT

The most effective case studies for initiating vibrant and meaningful discussions among freshmen are those that describe the real-life situations in which freshmen actually found themselves. In this session, a five-step method for researching, writing and field-testing case studies will be presented by its author and discussed by graduate students who have experienced the method as they prepared case studies to be used in freshman seminars and in instructor training. Examples of case studies and accompanying instructor manuals will be provided to participants. A demonstration of how to conduct a case study discussion will also be included.

Students learn best when they are actively involved in their learning. Case method instruction has proven to be one of the best ways to engage students in active learning. To employ the case method requires good case studies. In some disciplines, such as business, law and health sciences, case studies are abundant, but for freshman seminars case studies are very rare. To begin addressing this lack of case study material, a group of graduate students at the University of South Carolina enrolled in a practicum course that required them to co-teach a University 101 class with a seasoned instructor. While involved in teaching, they were to help prepare a case study about a happening or problem they themselves had encountered in the course of their classroom teaching experience. Or, they could prepare a case on some situation that one of their students had experienced in adjusting to university life. These case studies were to be based on field research and tell a story that would involve readers in particular settings with particular people whose problems could be puzzled over, debated about, and related to. The result was a collection of "just plain interesting" stories which make very good cases for use in the freshman seminar classroom.

Contact Person: Michael F. Welsh, College of Education, University of South Carolina, Columbia, SC 29208 (803) 777-9118, FAX (803) 777-3090.

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-3067 • FAX 803/777-3035

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

THE UNIVERSITY OF SOUTH CAROLINA

Recycling Office

1215 Blossom Street
Columbia, SC 29208
803-777-8733
FAX 803-777-4349

Helping Freshmen Become Environmentally Responsible

Christopher A. Thomas
Environmental Quality Manager
University of South Carolina

Jennifer Stucker Rennicks
Environmental Educator

"A child is a person who is going to carry on what you have started. The fate of humanity is in his hands. So it might be well to pay him some attention."
-- Abraham Lincoln

Global warming, disappearing forests, and growing mountains of solid waste: today's college generation is faced with solving the global environmental problems of today. To uncover solutions, however, students need an impartial forum to address the issues, formulate values, and make informed decisions related to the future. The Freshman Year Experience is an optimal setting, given the youth and diversity of students present, to undertake such a challenge.

In Fall 1995, a unique module entitled "Students and the Environment: Becoming Environmentally Responsible" was incorporated into 25 sections of the University of South Carolina's University 101 course. This module is thought to be the only one of its kind in the country. The goals of this lecture were to assess the student's prior knowledge, inform them of pertinent environmental realities, and empower them to take action toward viable solutions. This lecture was praised highly by both students and educators. An instructor's guide explaining how best to incorporate this topic into your freshman seminar course will be made available in July 1996.

Our presentation - complete with audio/visual aids - will provide an innovative and effective approach to incorporate the topic of environmental responsibility into the Freshman Year Experience. We will offer a succinct framework for educators that includes basic concepts, a simplified approach for addressing complex environmental issues, and a discussion aid to illustrate the importance of minimizing one's impact on the natural world. Our framework concludes with an array of relevant, common-sense solutions which encourage students to modify their behavior and develop a more responsible lifestyle.

"Nobody made a greater mistake than he who did nothing because he could only do a little."
-- Edmund Burke

USC Aiken • USC Beaufort • USC Columbia • USC Lancaster • USC Salkehatchie • USC Spartanburg • USC Sumter • USC Union

An Affirmative Action / Equal Opportunity Institution

UNIVERSITY OF
SOUTH CAROLINA

How Do Large Universities Become More Student Friendly?

Donald J. Greiner

Office of the Vice President for
Academic Affairs and Provost

Large universities offer an exciting range of educational opportunities traditionally unavailable to small liberal arts colleges: research programs for undergraduates, cutting edge laboratories, nationally recognized teacher-scholars, libraries with book and journal collections that number in the millions, a never-ending swirl of visiting lecturers and dignitaries. Yet these universities traditionally lack the benefits that most liberal arts colleges offer: academic contact between students and faculty outside the classroom or lab, and intellectual experiences that most of the student body share and thus debate.

Changing the current learning situation at large universities requires an institutional commitment on the part of four key entities: the central administration, the student body, the office of student affairs, and the faculty. One of the major stumbling blocks to this kind of commitment is the gap in communication between the central administration and student affairs and between the faculty and student affairs. Little meaningful change will occur unless the four major parties of the large university rally enthusiastically to redirect the overall campus culture.

Overhauling the campus culture began two years ago at the University of South Carolina when the University created the new office of Associate Provost and Dean of Undergraduate Affairs. A long-time faculty member committed to undergraduate education was persuaded to accept the position, and the communication gaps among faculty, central administration, and student affairs began to close.

University of South Carolina • Columbia, South Carolina 29208 • 803/777-2808 • Fax 803/777-9502

An Affirmative Action / Equal Opportunity Institution

The result can only be described as a sea-change in undergraduate life at the University of South Carolina: the residential college, the first-year reading experience, the office of fellowships and summer programs, the office of pre-med and pre-law advising, the special admissions counselor for recruiting academically talented freshmen, the accelerated BA/BS degree program, the A.P. Advisory Council, the faculty mentors for the twenty Carolina Scholars admitted each year, and the program to recruit National Merit Scholars. All these innovations, implemented in only two years, required an energetic commitment of funds and enthusiasm on the part of the central administration, but they have succeeded in enhancing the undergraduate experience at South Carolina in ways not dreamed of five years ago.

The leaders involved used the metaphor of the puzzle to guide them. In other words, the innovative programs were not ad-hoc experiments but pieces of a puzzle that, when put in the right place, affected one another in such a positive manner that undergraduate education at the University was radically changed for the better. The result was personal attention for individual students who just happened to attend a large university.

UNIVERSITY OF
SOUTH CAROLINA

THE GRADUATE SCHOOL

Making Critical Thinking Happen In The Freshman Seminar

Richard B. Lawhon

This session will be a demonstration and discussion of *teaching methods* that have been shown to elicit more critical thinking from students. Professors who want critical thinking displayed by their freshman students must model such thinking, and, to be able to do that, they frequently must change their teaching methods. They do not have to radically alter what they do in front of students, but they must make their actions more *conscious* ones. That is, faculty should re-think the reactions students will have to certain teaching methods and concentrate on using techniques that will stimulate critical thinking among their students. Here are two examples: the amount of time a teacher permits a student to take when answering a question affects the student's ability (and willingness) to engage in critical thinking, and the way a teacher praises a student who is struggling to answer a question affects that student's attitude towards critical thinking. Handouts will be distributed, and mild controversy is anticipated (hoped for?).

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-4243 • FAX 803/777-2972
E-MAIL: AE@SSI.CSD.SC.EDU
AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

UNIVERSITY OF SOUTH CAROLINA

COLLEGE OF EDUCATION

Personal Safety on Campus: Two Case Studies for Freshman Seminars

Michael F. Welsh
Tammy Ott
Paige Wilbanks

ABSTRACT

Case studies about the real life situations of UNIV 101 students are a powerful way to involve freshmen in meaningful discussions about their own passages to college. This session presents two new case studies that explore issues of personal safety on campus. Based on field research, these case studies can be very effectively used in freshman seminar classes. A demonstration of the case method of instruction will be included as part of the session.

The first case study, "Midnight Errand", was prepared by Tammy Ott and depicts the situation of a new freshman trying to get involved in campus life early in her first semester. When she does not receive a bid from the sorority she rushed, she decides to run for president of her residence hall. It is midnight the night before the first day of campaigning and she wants to get started on her campaign posters. She remembers the "open 24 hours" sign and thinks about going out to the Revco store near campus to get materials for her campaign posters. Her car is parked several blocks from her residence hall in a campus parking garage that is not well lighted. She recalls the warnings of her father and orientation staff members about safety as she wonders what to do.

The second case study, "Strange Glances", was prepared by Paige Wilbanks and describes the situation of a new freshman who is sexually assaulted in the library during her first two weeks on campus. "To whom can I turn?", she wonders as she escapes to the busy main floor of the library.

Contact Person: Michael F. Welsh, College of Education, University of South Carolina, Columbia, SC 29208 (803) 777-9118, FAX (803) 777-3090.

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-3067 • FAX 803/777-3035

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

UNIVERSITY OF SOUTH CAROLINA

COLLEGE OF EDUCATION

Using Case Studies in Freshman Seminar Instructor Workshops

Michael F. Welsh
Heather Zaslanski
Shelly Eckerd
Penny Woodcock

ABSTRACT

Case studies are an effective way to involve faculty members in lively and energetic discussions about teaching and serious reflection on the practice of teaching. To work, faculty must find the case studies to be believable, life-like, realistic. This session presents several case studies of actual incidents that occurred in freshman seminar courses that raise pedagogical issues particular to faculty who teach such courses. Participants will join in an actual case discussion to demonstrate the case method of instruction and to experience for themselves the power of cases to stimulate meaningful discussions of teaching and learning.

The first case study, *The Social Barometer*, was prepared by Heather Zaslanski about a popular classroom exercise that ended when one student became upset and walked out of the room. The instructor thought she may have said something hurtful and wondered what she might do to rectify the situation.

A second case study, prepared by Shelley Echerd, describes the frustrations faced by an instructor who tries to help a West African student adjust to the university.

A third case study depicts the realization by a freshman seminar instructor that her students, all provisionally admitted to the university, thought of themselves as "dummies" and thought the university treated them as such. Prepared by Penny Woodcock, this case helps instructors reflect upon the perceptions held by their students and how to overcome the negative aspects of those perceptions.

Contact Person: Michael F. Welsh, College of Education, University of South Carolina, Columbia, SC 29208 (803) 777-9118 FAX (803) 777-3090.

UNIVERSITY OF SOUTH CAROLINA • COLUMBIA, SOUTH CAROLINA 29208 • 803/777-3067 • FAX 803/777-3035

AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

UNIVERSITY OF
SOUTH CAROLINA
SPARTANBURG

Gaming : A Faculty Primer

Kathryn R. Murphy

Gaming, or experiential activities, can be a valuable tool in the freshman seminar course. Games can be used to promote self-disclosure, develop group cohesiveness or as a focus for discussion. Faculty without previous experience in gaming may feel reluctant to use games in the classroom. This session is designed to increase faculty's comfort level with gaming and to encourage them to incorporate gaming experiences in their classes. This will be accomplished by presenting the three rules of gaming, and then playing as many games as time allows. The instructions for twenty-five games will be distributed. These games utilize pencil and paper, drawing, discussion, role-playing, and short presentation. Topics of the games include: values, developing group consensus, time management, locus of control, faculty/student relationships, and sexual harassment. Discussion will include ways that faculty can incorporate these games, or adapted versions, in their courses.

Kathryn R. Murphy
University of South Carolina -Spartanburg
800 University Way
Spartanburg, South Carolina 29303

800 University Way · Spartanburg, South Carolina 29303 · 803/599-2000 · Greenville 803/271-9111 · Fax 803/599-2375

Equal Opportunity Affairs
University of South Florida
4202 East Fowler Avenue, ADM 274
Tampa, Florida 33620-6500
(813) 974-4373
FAX (813) 974-4375

FOCUSING ON THE ABILITIES OF STUDENTS WHO HAVE DISABILITIES:
The Challenge of Educating Students With Disabilities on Our Campuses.

Regina D. Blok, Coordinator
Equal Opportunity Affairs Office
University of South Florida
Tampa, Florida 33620

Kenneth J. Osfield, Coordinator
Americans with Disabilities Act Office
University of Florida
Gainesville, Florida 32611

The result of "Mainstreaming", or the inclusion of students with disabilities in the K-12 public school setting in the 1970's and 1980's is now having a dramatic impact on public and private post-secondary institutions. Students who were formerly "mainstreamed" are now making application to, and being accepted into, public and private colleges and universities. Not only is the proportion of students with disabilities on campus is growing, the diversity of the types of disabilities that the students are documented with is also growing.
This student population, often documented with a disability at an early age, are more sophisticated and knowledgeable about their legal rights. Often, these students, and their parents, bring to the first year of college an expectation of a certain level of service delivery and auxiliary accommodations.

Yet there are many differences between the laws governing K-12 and post-secondary. And, with the passage and implementation of the Americans with Disabilities Act in recent years, service provision requires yet more knowledge, understanding and sophistication from all academicians and administrators. These factors become critical when assessing the challenge of educating students with disabilities at a two or four year college or university. Questions arise as to what constitutes appropriate documentation, when are auxiliary services required or mandated, where do third-party resources supplement, and how is the optimum level of success for the disabled first-year student best structured?

This presentation provides an outline of effective services to respond to these questions and concerns. It is a unique challenge to educate students with disabilities on our campus.

TAMPA ST. PETERSBURG SARASOTA FORT MYERS LAKELAND
UNIVERSITY OF SOUTH FLORIDA IS AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY INSTITUTION

Academic Support & Achievement
Center for Academic Advising
University of South Florida
4202 East Fowler Avenue, SVC 2011
Tampa, Florida 33620-6920
(813) 974-2645

TITLE:

Setting Up a Freshmen Survival Course With a "Sense of Community" at a Predominantly Commuter School (or the Trials and Tribulations of Setting Up The "University Experience" Course at the University of South Florida--A Learning Experience)

PRESENTERS:

James Cebulski, Program Chair
Sylvia Salter, Additional Presenter

ABSTRACT:

The academic success of the individual student (or lack of) has often been attributed to many factors (economics, etc.) outside of the institution. It has only been recently that we have begun to look at factors within the institution that affect the completion (success) of students in attaining their degree. Tinto's work has shown us that perhaps the major factor which affects all students' success is the degree to which the institution is linked to the individual student. In other words, the sense of "community" and the individual student's feeling of "belonging" may well be the critical factor in all retention and "student success" efforts. Courses like the "Freshmen Year Experience" or our "University Experience" course at USF have consistently increased the retention of student enrollees as well as their academic standings.

The presenters will review the development of the USF course in relationship to the common factor required of all who instruct the course to become and create a "link"between the student and the University. Recent published research proving the

TAMPA ST. PETERSBURG SARASOTA FORT MYERS LAKELAND
UNIVERSITY OF SOUTH FLORIDA IS AN AFFIRMATIVE ACTION / EQUAL ACCESS / EQUAL OPPORTUNITY INSTITUTION

"success" of the "University Experience" students compared to those who did not take the course will be presented as well.

James Cebulski
University of South Florida
4202 E. Fowler Ave. SVC 2011
Tampa, FL 33620
(813) 974-2645

THE UNIVERSITY OF TENNESSEE
MARTIN

Department of Psychology
325 Humanities Building
Martin, Tennessee 38238-5059
(901) 587-7530

BLACK VERSUS WHITE ENGLISH: A CRY FOR COMMON-SENSE

Henry H. Parker

This presentation is intended for all advisors, teachers, and administrators who are concerned that their minority students do not speak the language which corporate America demands for white collar jobs with a future. Even at the end of the millennium, the racial chasm in America is so vast that 80% of blacks speak so-called "non-standard" English, and many are unaware that their speech is different. In an age of mega-mergers, down-sizing, and linguisticcorporate language conformity is a necessity, and non-conformity through non-standard speech is a liability. This is a common-sense approach to the teaching of black versus white speech. Corporate America is not going to change. To succeed, minorities will have to conform, at least from 8 A.M. to 5 P.M. In the first part of the presentation a list is given of prominent African Americans whose corporate language is impeccable, but who also know and respect their neighborhood speech: Oprah Winfrey, Jesse Jackson, Colin Powell, and others. A history of the evolution of black speech is given, followed by a contrastive analysis of the "Sounds of Standard English versus the Sounds of West African Languages—phonemic systems. This part is followed by a contrastive analysis of the main grammatical differences between the two forms of speech, concluding that black speech is not "ungrammatical or ignorant," but systematic, with its own internal rules. It is different from but not inferior to standard English. In the next part of the presentation, solutions are given on how to use the information above to create a language course that will, in as efficient a way as possible, teach minorities how to speak corporate English. The presentation concludes with a brief history of the last four decades of opposition to the common-sense approach to black versus white speech, and explains that now, more than ever before, black acceptance of common-sense in language teaching is at its highest.

UNIVERSITY of the VIRGIN ISLANDS
Division of Humanities

TITLE: Re-designing Developmental Reading
INSTRUCTION: Implications for Freshman Retention

PRESENTER: Dr. Linda V. Thomas/Asst. Professor of Reading

ABSTRACT

The University of the Virgin Islands, like many post-secondary institutions across the nation is cognizant of the increasing numbers of underprepared students being admitted to colleges and universities and of the impact of this phenomenom on student retention.

Faculty directly involved with this population recognize that if the mission of the university is to ensure success for all students then students must be provided with the support and services that they need to be successful. Needless to say, many developmental instructors are now redesigning course offerings to ensure that beginning students are challenged, but at the same time, are sufficiently motivated to experience some measure of success thus circumventing a chance of early drop-out.

One program that has recently undergone scrutiny is the developmental reading course taught to first semester freshmen at this university. Prior to the Fall of 1993, reading instrution emphasized a deficit or skills model. The ultimate goal was a final score on some standardized reading test. This model had two shortcomings--it failed to prepare students to read and study lengthy text in content courses effectivel and efficiently. Further, it tended to demoralize freshmen who were eager to begin college level work.

A new and innovative approach to reading instruction which is supported by current research was introduced in the Fall of 1993. This model required that students be taught a repertoire of strategies that prepared them for tasks and texts they encounter in college. The ultimate goal is to ensure that students become independent and responsible for their own learning from text and thus more likely to persist.

This presentation will describe the model implemented in the Fall of 1993. It will describe the rationale, goals, and outcomes of the program. Samples of students work and methods of evaluation will be shared.

CONTACT PERSON: Dr. Linda V. Thomas
P.O. box 11514
St. Thomas, V.I. 00801
PH: (809)-693-1227

TEL: (809) 693-1260 #2 JOHN BREWERS BAY, ST. THOMAS, U.S. VIRGIN ISLANDS 00802-9990
FAX: (809) 693-1485

Does Attending an HBCU Help Students Stay in School?
A Comparison of African Americans Attending HBCUs
vs. Predominantly White Institutions

Aaron M. Brower, Ph.D.
University of Wisconsin
(608) 238-4813
email: ambrower@facstaff.wisc.edu

Higher education persistence, more than access, should be at the top of the national higher education agenda since graduating from college determines who "makes it" and who doesn't in later life. Yet given its importance, it is somewhat surprising to note how barren the literature is concerning the persistence of African Americans in college, particularly those who attend Historically Black Colleges and Universities (HBCUs). Research on persistence finds that students stay in school when they are helped to feel like they belong at the institution (Tinto, 1987; Cabrera et al., 1992). Much of this work, however, has used majority students attending majority campuses, and so whether or not the model works for ethnic minorities (particularly those who attend HBCUs) is unknown. For example, ethnic minorities often report that they can feel like they belong to portions of the campus while feeling alienated from the campus community at large (Loo & Rolison, 1986).

Researchers looking at structural elements of college campuses argue that it is the minority status of African Americans on white campuses that creates their "belonging-within-alienation" feeling. They argue that this feeling can only be redressed by providing a majority status experience for African Americans, precisely that offered by HBCUs.

Proponents of the role of HBCUs in the lives of students often cite Fleming (1981) who found that HBCUs provided a "nurturing" environment, one free from the institutionalized racism of white institutions, and one that fostered enhanced student learning and personal growth. Yet, as carefully completed as this study was, it did not assess students' grades and persistence per se, but rather relied on self-report data of students' feelings about themselves and their campus community.

A large research project was undertaken with two objectives: (1) is the model of persistence in the literature valid for ethnic minorities, and particularly for those who attend HBCUs? (2) what is the role of HBCUs generally in shaping the first-year experiences, behaviors, and expectations of African Americans attending them?

1500 students attending six institutions across the country were surveyed in their first semester of college. They were asked a variety of questions about their plans, goals, expectations, behaviors, and appraisals of their behaviors across seven domains of college life (grades, friends, family-of-origin involvement, future goals, identity, time management, and physical maintenance) (Brower, 1992, 1994). Outcome data were obtained a year later on students' first year grades and credits earned, and whether or not they were enrolled in college at the beginning of their second year. Students were placed into one of three groups for comparison analyses: African Americans attending an HBCU,

Admissions: 608/263-3660
Field Program: 608/263-4813
1350 University Avenue
Madison, Wisconsin 53706-1510
• Director: 608/262-3561
• FAX: 608/263-3836

African Americans attending a predominantly white institution, and whites attending a white institution.

Preliminary results can be summarized as follows:

(1) African Americans attending an HBCU were different from the other two groups in the higher number of hours spent in class, in the greater attention and energy given to future goals, in the less attention and energy given to time management, in the higher importance placed on getting high GPAs, and in their higher self-esteem ratings. These results might best be attributed to the unique aspects of attending an HBCU.

(2) African Americans attending an HBCU were more similar to African Americans attending white institutions, and were different from whites, in the fewer number of hours spent studying, sleeping, and hanging out with friends, in devoting much more attention and energy to academics and much less on developing friendships, and on their much higher expectations for accomplishing their future goals. These results might best be attributed to "generalized" effects of African American culture and values.

(3) African Americans attending an HBCU were more similar to whites attending white institutions, and were different from African Americans attending white institutions, in the higher number of credits earned, in their fewer family contacts within their first year, and in the higher number of college friends they could turn to for help. These results might best attributed to majority status on campus, whether for African Americans attending an HBCU, or a white attending a white institution.

Furthermore, between-student comparisons found that different students succeeded in college for different reasons, regardless of their ethnicity or institution attended.

Since this study is on-going, with plans being made to recontact these students later in their college careers, these findings are best seen as preliminary. Nevertheless, they indicate the complexity in the relationships between ethnic status and institutional type, and also indicate that students stay in school and succeed for a variety of reasons, not easily categorized into prevailing models. Discussion will focus on the implications of these findings for program development to help all students best succeed in college.

• Admissions: 608/263-3660
• Field Program: 608/263-4813

1350 University Avenue
Madison, Wisconsin 53706–1510

• Director: 608/262-3561
• FAX: 608/263-3836

Valdosta State University

Department of History • College of Arts and Sciences
Valdosta, Georgia 31698–0035
912–333–5947 • FAX 912–249–4865

FORGING A CLASSROOM LEARNING COMMUNITY:

Louis Schmier
Professor of History

So many first year students come to our campuses afflicted with a varying severity of non-cognitive "LD:" "L"earning "D"ependency. It's a pernicious disability that drains the intellectual and emotional excitement, drive, energy, purpose and meaning from the student. Since attitudes have an effect on performance, this LD stunts or arrests intellectual development, academic achievement, and emotional growth. Blank faces, hollow gazes, silent voices, unexcited movements are the easily spotted physical symptoms of this malady. The intellectual disabilities are legion: shortage of creativity and imagination, deficient sense of curiosity, lack of initiative, weakened technical skills, addiction to dull and meaningless plodding, satisfaction with copying and memorizing and drill, preoccupation with test scores and grades, contentment with being controlled, inability to exercise empowerment. The emotional impediments fundamentally are a difficulty in believing in themselves, acceptance of mediocrity, a lack of pride, eroded self-confidence, weakened sense of self-worth, and an overriding fear of being wrong or "looking stupid."

The causes of this LD are what I call a "woundedness:" physical woundedness inflicted by the chance throw of genes, accident, and disease; intellectual woundedness resulting from a less than supportive educational system that plays with students in dumb-smart games; emotional, mental and spiritual woundedness resulting from a host of personal, social, and family situations, pressures, abuses and prejudices.

The emotions are there. The classroom is a stressful place not because it is a stressful place, but because the support system seldom exists wherein everyone finds comraderie with each other, is concerned for and cares about everyone else, and everyone assumes the responsibility for the success of each other. If we truly care for the students, then, we, as teachers, need to be more aware, less afraid of that dimension of our students. We must be more honest and more authentic in what we're doing. The purpose for recognizing, naming and addressing tensions and emotions that exist within the students and in the classroom is a means to help student start believing in themselves, become more comfortable with the spirit of inquiry and the joy of learning, become more aware of their innate powers and abilities.

Teaching to emotions or attitude is motivational. The emotion drives and gives direction to the intellect. It leads to academic performance and deepens

A Unit of the University System of Georgia and an Equal Opportunity Employer

understanding. It focuses on the student's attention, arouses interest, connects the student's world to learning, and builds a classroom community.

I will use the audience to simulate my classes. I will use the same format that I use in my classes. You will be randomly divided into groups as I divide my classes. Using a series of exercises which I use at the beginning of class, as well as examples of teaching techniques I use throughout the course, I will simulate a portion of how I generate and maintain the atmosphere of a learning community. You will experience what the students experience and feel what they feel. You will also gain insights into how the learning community increases competency in the use of analytical skills as well as a grasp of the contents and concepts of the subject. Above all, you will see how the obstructive isolation, competition, loneliness, and separateness of the traditional classroom is broken down and replaced with a trusting and supportive feeling of family. I have found that establishing an identity for every students in the learning community fosters courage and risk-taking. It bolsters self-confidence, self-esteem, and encourages growth. It satisfies the students' need for validation and affirmation. As the class evolves, students begin to disclose themselves. They begin to share their fears, their weaknesses, the murky part of them, their strengths, their light, who they are. And in so doing, they become gifts to each other.

VALENCIA
A BETTER PLACE TO START.

A Success Story . . .

David Hosman

Evelyn Evans Walden

Student Success began as a federally funded program through the Title III grant in 1987. It became part of the college budget in 1992 and has been self supporting with a full-time coordinator and part-time office assistant. It is a successful multi-campus community college model exhibiting positive results in the areas of student retention and faculty development. Research from the program indicates that students who enroll in this course return at a greater rate than students who do not enroll. In addition, the pass rate for students enrolled in Student Success exceeds the pass rate of other students. Student Success faculty receives extensive support through program sponsored workshops, newsletters, meetings, and brown bag idea exchanges. The Student Success course is a three credit hour elective marketed toward first-time-in-college students totaling over 3000 in enrollment per academic year. Primary components of the course include an educational plan, assessment instruments, freshman year curriculum, mentoring and advising. A look at what's ahead for the program in a college wide retention plan, marketing strategies being utilized, and some of the ideas being implemented in pilot courses will be addressed.

Contact Eve Walden

Student Success Coordinator

Post Office Box 3028, Mail Code 4-23

Orlando, Florida 32802-3028

407-299-5000; extension 1359

Wartburg College

222 Ninth Street N.W. Waverly, Iowa 50677-0903 319-352-8332

First Year Experience

ROPES COURSE: AN ADVENTURE-BASED EXPERIENCE FOR FIRST-YEAR STUDENTS

Cheryl Budlong, Ed.D.
Associate Professor of Education
Coordinator of the First Year Experience

Joseph Gianesin, M.S.W., Ph.D.
Assistant Professor of Social Work

Introduction

In recent years, higher education has changed its focus on educating students from the more traditional approach that had the teacher as the Subject of the learning process while the pupils were mere Objects (Freire, 1970). New approaches being initiated have included: dialogical education; constructivist teaching strategies; teaching to various student learning styles and dimensions of learning; cooperative learning; and experiential education. This last strategy, experiential education, has been in existence for several years but has received very little attention or notoriety.

Experiential education is "learning through doing". Kirt Hahn founded what is now thought of as "experiential education" that advocates learning through experiencing. He posits that learning is not simply the facilitation and mastery of academic content but is intended to develop maturity and citizenship. Of primary importance to Hahn were social values, compassion, and a sense of responsibility toward others and the community.

Colleges, K-12 schools, and other youth programs have begun to use this approach to assist their students in developing leadership skills and to work cooperatively with others. Initiative games, ropes courses, and climbing walls were developed to foster group cooperation, trust, and a sense of responsibility.

As part of a first-year orientation activity, Wartburg College piloted a program that used a ropes course to build collegiality, group cooperation, leadership development, and service learning with students. The initial intent was to reduce the anxiety of entry into college by providing students an opportunity to interact with faculty and other new students through the use of experiential activities.

Wartburg Ropes Project

Wartburg College (Waverly, IA) is a liberal arts institution of 1400 students affiliated with the Evangelical Lutheran Church in America. A pilot project involving a ropes course was offered to 32 (approximately 10%) of the first-year students as a pre-orientation activity during Fall 1995. Goals of the experience were to:

- develop collegial spirit with first year students
- increase leadership and group cooperation skills
- assess the effectiveness of an outdoor education preorientation experience
- accomplish service projects
- meet with the directors during Fall term to provide feedback and evaluation of the preorientation program.

Students, two upper-class students (orientation leaders), and two faculty traveled 40 miles to a camp setting for the two-day experience. After several icebreakers, "get acquainted" activities, and settling into cabins, students experienced nine stations of activities, from the Human Knot to Log Jam to Acid River Crossing. Debriefing and processing of the experience were critical components of its success. The second day centered around a focus group format with guided discussion of expectations and feelings of making a transition to college.

Evaluation Methodology

Evaluation of the program included quantifiable measures of the two-day experience and a college satisfaction survey given to all first-year students with a subgroup being Ropes participants. Qualitative feedback has been overwhelming from parent notes and calls to anecdotal records of student and faculty perceptions. The group bonding was very evident as these 32 students progressed through orientation with an air of confidence and enthusiasm; they attended more orientation activities than other groups and the friendship bonds continued into their academic and residence hall settings.

Follow-up

The group continues to meet monthly to provide faculty with updates on transition progress, social activities (building a Homecoming Float and a holiday party), and to focus on a service learning project for the Winter 1996 term where they will be the facilitators of the Ropes experienced with over 175 local sixth grade students.

Recommendations

Changes or modifications to the Program for next year include offering the experience to more students; structuring the housing situation the night before leaving on Ropes to be more sensitive to student needs; providing more information on the program to the College, parents, and participants; working closely with the Diversity Coordinator to encourage more American ethnic student participation; and extending evaluation methodology.

WHEELING *JESUIT* COLLEGE

TITLE: Collaboration: Key to An Effective First Year Program

PRESENTERS: Carolyn Dalzell
Judy Paulhus

At Wheeling Jesuit College there has been a First Year Program in place for about five years. The program is a one-credit course that emphasizes skills needed to succeed in college. Since its inception the program has been a joint effort of the academic area and student development. Its purpose has been to aid students in their transition from high school to college. Students need help in adjusting academically, socially and emotionally. With this holistic vision in mind the partnership between student affairs and the academic area has enabled the college to deal with students as "total" persons. Faculty are always cognizant of the interrelationship of academic, emotional and social adjustment.

Over the past two or three years this cooperative effort has expanded. In the spring student development personnel conduct workshops for faculty who are teaching FYP classes. Their topics range from "How to Use Icebreakers" to "Dealing with Loss." In August faculty and student development staff prepare for the orientation program called "New Student Weekend." During this weekend bonding activities and Olympic-like games are held. As part of the curriculum for the FYP classes students are required to attend three seminars conducted by student development personnel. These seminars deal with alcohol issues, date rape and diversity. Students receive Wellness credit for these seminars. Midway through the semester "Make A Difference Day" is scheduled. On this day students, faculty and other personnel go out into the greater Wheeling community to do service work. Much of the planning and organizing of this day is done by the student development staff.

This presentation will focus on the development of a First Year Program utilizing both academic and student development personnel. Its goal is to present a model that might be adaptable to other small, liberal arts colleges.

CONTACT PERSON: Judy Paulhus
Coordinator of FYP
Wheeling Jesuit College
316 Washington Avenue
Wheeling, WV 26003
304-243-2175

Retention of the At-Risk Student - The Winthrop Model

Presenters:
Ron Goolsby - Director, The STEP Program
Evelyne Weeks - Director, The LEAP Program

Winthrop University currently offers two programs designed to serve the needs of the at-risk student, the STEP program and the LEAP program. Together, these two programs offer academic support and guidance to students from a wide variety of cultural and academic backgrounds. As these programs continue to meet with success at an impressively high rate, we are encouraged to share these programs as models for the freshman year experience.

Winthrop's Summer Term Educational Preparation (STEP) program is a provisional support program designed to impact a diverse student population that includes first generation college students, educationally disadvantaged students, and economically disadvantaged students. These students are at-risk for full admission into Winthrop University.

The ten year old program is currently concluding its second year in a restructured format that combines the now shortened summer term with a provisional first semester.

The Learning Excellent Academic Practices (LEAP) program at Winthrop University is an admission and academic support program for incoming freshmen who do not meet the usual admission requirements of the University but who have demonstrated the potential for success at the college level. LEAP students are provisionally admitted to Winthrop for the first semester of the freshman year. LEAP's academic support program is designed to aid the student in focusing on academic success.

Throughout the first semester, the student attends a required study hall; works with tutors; is introduced to academic resources available at Winthrop (including The Writing Center and The Mathematics Lab); attends three cultural events; completes two written progress reports to the LEAP director; demonstrates academic potential in the classroom (by meeting the University's academic eligibility requirements); and enrolls in 3 hrs. of Math, 3 hrs. of Writing, a 3 hr. course that deals primarily with concepts or theories (e.g. political science, philosophy, economics), 3 hrs. of degree credit in the chosen major, and a CISM course.

201 A Bancroft Hall • Rock Hill, South Carolina 29733 • 803/323-4634

We are proposing an hour long presentation that would include a 15-20 minute question and answer session. Our presentation will address our newest efforts to improve both retention and academic success through these freshman year programs.

Contact person: Evelyne Weeks
The LEAP Program
230 Bancroft Hall
Winthrop University
Rock Hill, SC 29733
(803) 323-4634
e-mail Weekse@winthrop.edu

Dr. Ron Goolsby, Mathmatics Department Chair, has worked with the STEP program for nine years and served as its director for six. Dr. Goolsby is currently a member of Winthrop's Freshmen Year Experience team.

Evelyne Weeks, Instructor of English, has worked with Winthrop's STEP program since 1987 and currently directs the LEAP program. She has worked with retention based programs for ten years.